DOCUMENT RESUME

ED 024 477 RC 000 288

Basic Goals for Elementary Children: Volume I, Beginners Level and Level One; Volume II, Levels Two and Three; Volume III, Levels Four, Five and Six; Volume IV, Levels Seven and Eight.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 66

Note- 752p.

Available from- Publications Service, Haskell Institute, Lawrence, Kansas 66044 (no charge)

EDRS Price MF-$3.00 HC-$37.40

Descriptors- *Activities, *American Indians, Art Activities, *Curriculum Guides, *Elementary Grades, English (Second Language), Guidance Objectives, Guidelines, Health Activities, Language Arts, Listening Skills, Literature, Music Activities, Number Concepts, Physical Activities, Reading, Science Activities, Social Studies, Speaking Activities, *Teaching Techniques, Writing Skills

These curriculum guides were developed by the Bureau of Indian Affairs to be used by teachers and administrators of Indian students from the beginning level through the eighth. The four volumes provide a structuring and sequencing of themes and concepts designed to prepare Indian children to compete favorably with their peers in other school situations. Explanations and activities are provided for each level in the areas of guidance, social studies, music, listening, speaking, reading, writing, literature, art, health and physical fitness, science, and number concepts. For each area at each level an extensive bibliography of related materials is provided. (DK)

EDO 24477

BASIC GOALS FOR ELEMENTARY CHILDREN

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BEGINNING LEVEL AND LEVEL ONE

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Lawrence, Kansas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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BASIC GOALS

for

ELEMENTARY CHILDREN

BEGINNERS LEVEL and LEVEL ONE

VOLUME I

Prepared by
Bureau of Indian Affairs

1966

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I N T R O D U C T I O N

Bureau teachers, counselors, administrators, education specialists, and others interested in Indian education, long have been engaged in developing and revising guides based on needs and common experiences of Indian children to provide a framework for planning curriculums. A committee of educators from eight Areas and the Central Office, prepared this 1966 revision of the guides, Basic Goals for Elementary Children, composed of four volumes, and a scope and sequence chart in three sections. Acting as consultants to the committee, for varying lengths of time, were two tribal councilmen and two linguists, one of the latter from the Bureau and one from the Center for Applied Linguistics.

Basic Goals for Elementary Children, from the beginners level through the eighth, are guides only, to be used by teachers and other staff members in planning and organizing curriculum to meet the specific needs and interests of the children of their schools. The structured content reflects concepts, attitudes, and skills believed to be realistic and essential for Indian children to acquire in order that they may cope adequately with their environment and further their education.

These guides are not intended to be restrictive nor limiting, nor to be the final word in Bureau elementary curriculum. School staffs are urged to use them, to examine them for strengths and weaknesses, and to determine needed changes in content and format for future revisions.

In developing the guides, much effort has been put forth to indicate and to suggest learning content at each level, which will prepare Indian children to compete favorably with their peers in other school situations, which is compatible with the maturity of the children, and which takes into account both the rich cultural heritage of the children and their unfamiliarity with culture groups other than their own.

Throughout the total framework of the Basic Goals for Elementary Children, from the beginning year through the eighth level, there can be traced many important themes or basic concepts that should be developed with children as they progress through the years. Such structuring and sequencing of content gives direction to planning and organizing the local curriculum, yet permits much freedom for varying the emphases to accommodate the needs and interests of children of any particular school.

School staffs and individuals will find various ways to use the guides in their curriculum work. Some committees may find it helpful in using the three sections of the chart and the manuals to begin by:

1. Identifying an important theme, tracing it from the beginner through the eighth levels, or occasionally reversing the order and naming the theme appropriately.

2. Setting aside, for working purposes, goals in each level which reflect this theme and using these goals to serve as the nuclei of teaching units at each level.

Skillful development of these units with the children at each level will help them to deepen and extend their experiences, insights, understanding and skills, and advance their development of concepts related to a particular theme.

Another approach might be to:

1. Clearly identify, without referring to the guides, an important concept which teachers and parents believe children should develop.

2. Study the chart to determine if this concept can be traced from level to level; record the goals that manifest this concept or theme; write in additional goals that are needed to help guide the children in exploration and concept development.

3. Use relevant goals at each level as the nucleus for unit development. At times a single goal may be broad enough for the nucleus around which a great deal of learning can be acquired. More often, related goals may be selected from the various learning areas and clustered to form the nucleus of a unit.

The suggestions on activities, techniques, and bibliographies are not assumed to be exhaustive in any instance. While many good suggestions have been made, they must through necessity be limited in these guides. These are offered to help the teacher get started. It is expected that he will make additions and deletions to better achieve his purposes. Teachers will note changes in the format of the Basic Goals. Currently there are four volumes. The goals are arranged within content fields and a carefully prepared bibliography follows each subject area in each volume. These changes came about as a result of committee work in which individuals worked in the areas of their greatest competence and submitted goals by areas and levels. It is hoped that the more compact volumes with easy, ready reference, and useful bibliographies, may offset some apparent disadvantages such as fragmentation of goals, which makes it difficult to recognize flow from level to level and from subject area to subject area.

To function in English, the language of the school, Indian children must be able to communicate in English. To communicate in English requires mastery of language items to the extent that they can be produced spontaneously and automatically in correct context.

Communication in English involves real responses to real situations. For the Indian child coming to school speaking little or no English, or substandard English, his responses are an outgrowth of learning and the application of pre-arranged pattern drills. Time and effort must be devoted both to the sequential and structural practice of English and to the use of this English in other subject areas.

No attempt has been made in this guide to develop a structured sequence for the teaching of English as a second language. However, a number of suggestions appear for the use of situational or functional English. In addition to suggestions in Speaking, sample language implications appear at each level and in each subject to indicate how there may be carryover of patterns learned, or being learned, into all areas of work. Patterns developed through sequential practice should be related to children's activities and experiences such as those in the dining room, the dormitories, and on the playground. To have a quality program in English as a second language, emphasis must be placed on communicating in English throughout the school day.

BUREAU EDUCATIONAL PHILOSOPHY

The basic philosophy of the Bureau of Indian Affairs encompasses the belief that all Indian children must have the opportunity to realize their full potential and to become useful members of society.

The great explosion of knowledge demands from each child independence and self-initiative. To facilitate ongoing and independent learning, teachers should have access to widespread and well-organized materials and services. They should bend their energies toward developing attitudes of discovery, problem-solving, research, and experimentation leading to creative and critical thinking. More specifically, the Bureau objectives for Indian education are as follows:

A. To provide a climate conducive to aesthetic, social, and intellectual development

B. To develop communication skills

C. To develop and maintain sound health of body and mind

D. To develop a feeling of belonging, a feeling of importance, and a sense of security coincident to an adequate self-image in both the Indian and non-Indian society

E. To maintain pride in Indian heritage and to develop awareness, understanding, and respect for other cultures

F. To develop a code of values acceptable to the student and to the society in which he lives; and to motivate in him a desire to practice it

G. To develop economic competency

H. To develop an inquiring mind.

G U I D A N C E

B E G I N N E R S

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Understands he is important

The self-concept of "I am important" sets the stage for other developmental achievements. Throughout the day, the child's self-image either is being enhanced or assaulted. In multiple interactions with teacher, staff members, and peers, the student is gaining a perception of himself as being "important" or "not important." Every act and every word will confirm one of these two implications. Therefore, in every activity within the classroom or on the playground, the teacher should be alert to diverse opportunities to make the child feel important. /Bauer (1), Gay (8), and Gordon (9).

Goal 2: Has many opportunities to make simple choices

Even at this beginning stage, the Indian child needs to have varied opportunities to make choices again and again. "What games shall we play?" "What story do you want to hear?" "What color shall we use?" "What record shall we use?" "What song shall we sing?" "What do YOU want to do?" "Who will be first in line?"

Sample Language Implications Related to this Goal

In response to the teacher's question, "What do you want to do?" children may say:

I want

to paint
to look at books
to build with blocks
to work the puzzle
to play house

.

Goal 3: Knows his way about the school plant

The child needs an early orientation to his school environment so that he can direct himself to such places as the restroom, the kitchen, the drinking fountains, and the school office.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: Works and plays in small groups without disturbing others	The teacher may wish to call in an adult or older child who can explain in the native language why it is necessary to work and play in the classroom with consideration for others. (Teachers do not expect an absolutely quiet room when real learning is taking place.) The teacher should distinguish between the busy hum of learning activities and rowdy noise. When the activities of certain groups are likely to be unusually noisy, a place outside the room, but within view, should be provided. Children need to learn to enter and leave the room in an orderly manner.
Goal 5: Allows other children to join him in using toys and other supplies and equipment	Small groups of children should be encouraged to play with toys and build with blocks. There should be ample material for all in the group. Children may be shown how the group can work together on one structure, or how they can share the materials to work on separate structures. They can be taught that blocks are ours, not mine. When a child monopolizes toys or quarrels over the use of popular equipment, he should be guided in understanding how to take turns. /Slobodkin (14), and Thompson (17).
Goal 6: Knows there are time schedules for work, play, eating, and resting	Children need to begin developing a concept of time at this level. Through such statements as It's time for recess. It's time for dinner It's time for play. children begin to become conscious of time. They learn that the clock is related to time. Stories about time may be read to them.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 7: Joins the group in establishing and carrying out simple responsibilities	Children should be taught early to assume responsibilities. They should keep their own work area neat and clean, assist in keeping an orderly classroom, school building, dormitory, dining room, and school grounds. They may assume the responsibility for watering plants, feeding and caring for pets, and other responsibilities to make school life more pleasant and home-like. Children can help establish standards for cleanliness and work well done which are suitable for their age, strength and maturity. Young children need continual guidance in maintaining established standards.
Goal 8: Feels pride in tasks well done	In all activities related to this goal, children should have an adequate opportunity to achieve. A sense of competence results when a child is satisfied. Children should be praised judiciously for their accomplishment.
Goal 9: Puts toys and materials away after use	The toys and materials should be removed from their places and their uses demonstrated, after which the toys and materials should be returned to their proper places. The children should be supervised as they select toys or materials, use them properly and return them to their correct places. During these activities children may practice appropriate sentence patterns: This is a car. It's yellow. The doll is pretty.
Goal 10: Recognizes what belongs to him and what belongs to others	This is an important goal to be taught daily. The child should learn which things belong to him; such as the materials which have his name written on them, his pencil, his chair, or his desk. With assistance, the child should select his own wraps when going outdoors. Each child should learn to select his belongings from assembled materials; e.g., his pencil.

G U I D A N C E

L E V E L O N E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Has a sense of belonging to the group

If a child has a sense of "belonging," he has a better sense of well-being and security, and he is able to achieve in other areas of development more effectively.

Throughout the day, the creative teacher will take advantage of multiple opportunities to bring the lonely isolate into effective inter-relationships with the group, in formal as well as informal situations. /Irwin (10), and Wann (19).

Goal 2: Takes part in a school orientation program

First-grade children need an early orientation to the school plant, the school rules, and the school staff, particularly if this was not completed at the Beginner Level for all children. Distances between buildings appear long, buildings are tall, and grownups are massive, to first grade children. They need orientation in relation to this "big" world and the orientation will determine partly how effectively the child will adjust to his school environment. /Irwin (10), and Ozone (13).

Goal 3: Cooperates with the group in developing standards for behavior

Children should be involved frequently in discussions about their behavior in many of their everyday situations. These may include such things as getting to school on time; entering and leaving buildings; taking turns at drinking fountains; being seated at mealtimes; entering cafeteria lines; sharing toys, books, and other supplies. Children should be lead to analyze, on their levels of understanding, the situations discussed, and their suggestions should be solicited concerning (1) behavior they believe to be desirable and/or necessary in the instances discussed; (2) reasons for this suggested behavior. The teacher should help children complete or modify their suggestions, as needed, but should encourage them to think through suggestions they make. The group decisions for behavior in different situations can be put on charts in the children's language, and may be reviewed occasionally by the group to evaluate progress and to determine changes they may want to make.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: Takes care of personal needs <u>without being told</u>	Children need to learn to direct themselves about the school, to know the procedures for going to the restroom, to use their handkerchiefs, and to get a drink. The important words in this goal pertain to self-direction: <u>without being told</u>.
Goal 5: Allows others to read and work undisturbed	Certain parts of the room should be designated as places where individual or quiet activities take place. At the Beginner Level, the child has been learning to listen quietly, and not to interrupt the teacher when he is working with another group. At this level, with the aid of the teacher, he sets the standard: "I do not talk to others when they are reading or listening." /Dimond (5), and Leaf (11).
Goal 6: Begins to work promptly with assistance from teacher	During the Beginner Level the child has learned where materials are kept and how to put them away. At this level, he should be forming the habit of getting his materials without dawdling, and proceeding with his work promptly. After the teacher has given instructions, he should make certain that the children know what they are to do. /Bauer (1), Dimond (5), and Ozone (13).
Goal 7: Respects, rather than envies, the accomplishments of others	Activities related to this goal should reflect a positive approach to the accomplishments of others. Children should understand that envy is a deterrent to success. Role playing is an effective technique to contrast the difference between respect for accomplishments, and individual or group envy.
Goal 8: Uses materials carefully	The first-grade pupil may engage in such activities as learning to clean his hands before using a new book. He may learn how to open a new book properly. The teacher will demonstrate how to turn pages by lifting the upper right-hand corner with the forefinger. The teacher will demonstrate proper techniques for caring for books. Children should be encouraged to show the teacher books and other items that need mending, and help decide ways to take care of them.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 9: After work, cleans up clutter that he and his group created

The child at this age cannot be expected to assume much responsibility for cleaning the room, but he should be responsible for cleaning up scraps after paper cutting, sawdust from construction work, or any other clutter. He should be provided with a child-size broom, brush, and dustpan. The cleanup period should be considered an essential part of any activity, and the child should be made to feel his work is not complete until this is done.

Sample Language Implications for this Goal

Let's pick up the paper.
Let's wash the paint brushes.
Let's put the [toys / blocks / books] away.

We're picking up the paper.
[Name / Name] and [Name] are washing the paint brushes.
[Name / Name] is putting the [toys / blocks / books] away.

The floor is clean.
The paint brushes are clean.
The [toys / blocks / books] are [on the shelf / in the box].

Goal 10: Asks permission to use personal property of others

At the Beginner Level, the child learned the things that were his, and the things that belonged to the group. At this level, he should learn that each child has certain individual belongings; such as "Mary's coat, John's overshoes," and that these are to be used only by the owners. /Dimond (5).

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S O C I A L S T U D I E S

B E G I N N E R S

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows the school workers and develops an appreciation for ways they help him and his classmates

Children need to learn their way about the school plant and to become acquainted with school workers. They may take tours of some of the buildings and visit with staff members employed in them. Before making a tour, the teacher should contact staff members to plan with them for the visit.

Pupils may invite the school principal or other staff members to visit them to tell about their work. These visits, too, should be planned in advance so that invited staff members will be aware of the limited ability of the class to understand English. The teacher may guide children in developing an understanding of such words as cook, doctor, dentist, teacher, and bus driver.

With the aid of someone who speaks the language of the non-English-speaking children, the teacher may attempt to develop an elementary understanding of ways in which staff members help make the school a better place.

The teacher may use pictures to assist children in identifying various workers, or he may make charts with which to reinforce needed concepts.

As children are taught to keep their classroom neat and clean, the understanding may be developed that they, too, are workers and helpers.

Sample Language Implications Related to this Goal

Children make appropriate three-sentence statements about school helpers from the following:

This is Mr. _____.
This is Mrs. _____.
This is Miss _____.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

He's She's	a cook a bus driver a teacher a nurse a janitor	.	the librarian the principal the doctor

.

He She	helps us.

Goal 2: Knows the simpler kinship patterns of his family

In some Indian tribes, clan relatives are referred to with the same English expressions as family members. Where such is the case, the teacher should find out the specific native terms that correspond to the terms mother, brother, sister, and others. The native terms may then be repeated with the English terms for the child to make the correct association. To develop concepts of family relationships, the teacher may have the children tell about the members of their families. He may read stories about home and family living or show pictures of family groups which portray many ways in which they are helping each other.

The child may:

1. Make a personal family album.
2. Make pictures of his family members.
3. Tell about the members of his family.
4. Plan and make a playhouse and furnish it.
5. Look at books about home life.

A variety of pictures which portray Indian families or non-Indian families engaging in familiar activities should be available to the children. Dolls which portray family members are useful, also. Pictures should be selected in which the mother and father are clearly identifiable as adults so there is no confusion between adults and children.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: Begins to develop an awareness of some of the ways he is educated by his family in his own culture

The teacher may develop with the children simple experience stories telling:

What my father teaches me.
What my mother teaches me.
What my grandfather teaches me.
What my grandmother teaches me.

Children may engage in role playing situations in which parents and/or the particular relative responsible for the child's training conduct simple educational activities.

The teacher may develop sentence patterns for children to practice, which are related to home activities and are educational in nature.

Goal 4: Begins to develop the concept that changes, some "good" and some "not so good," take place in his physical and social world

Children may take walks to observe physical changes.

If a staff member or a class member leaves, or a family member of a child moves away, this may be explained to children as a social change.

Children may prepare a scrapbook of changes in his surroundings that he can see and identify. A sand table model of his community may be built. Children may be guided in pointing out changes that take place in the community.

Goal 5: Tells, with pride and appreciation, about some of the important lifeways of his own people

The group may visit local areas of historical interest and may learn names of important individuals who are part of their heritage.

The teacher may invite local people to tell stories about days gone by, and the leaders who played important roles in the history of their people.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Develops some understanding that all members of his group (or his family) have needs and wants; and that he must consider his own needs and wants in terms of those of the total group (or the total family)

An understanding of some of the basic human needs may be developed by the teacher, with the assistance of one who can interpret in the children's language, where it is necessary. They may talk with the children about their need for:

Food
Shelter
Clothing
Friends.

SOCIAL STUDIES

LEVEL ONE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows and talks about members of his family and how they help each other

Teacher and pupils may develop experience charts which tell how members of the family help each other.

Pupils may report things they do to help the family and may tell what other members of the family do to help.

Pupils may engage in dramatic play showing ways family members help each other.

The teacher may help children understand ways in which family members help each other through sharing labor; sharing food, clothing, and other resources; caring for the sick; caring for the children.

Pupils may paraphrase songs to the tune of "Here We Go 'Round the Mulberry Bush":

This is the way we do our work, (or)
This is the way we help at home.

/Gibson (44).

Sample Language Implications Related to this Goal

Who	cooked chopped carried washed caught picked	the	meat wood water dishes fish corn	?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

	Mother Father Big Sister Grandmother Big Brother I		cooked chopped carried washed caught picked	the	meat wood water dishes fish corn	.
Did	Mother Father Big Sister Grandmother Big Brother I		cook chop carry wash catch pick	the	meat wood water dishes fish corn	?
Yes,	he she I	did.	No,	he she I	didn't.	

Goal 2: Begins to develop an understanding of the traditional role of family members in his own culture

Pupils may tell what kind of work various members of their families do. They may talk about the kinds of work women do and the kinds men do. A booklet or a chart may be made of different kinds of work or responsibilities.

Goal 3: Develops some understanding of ways that schooling can help him and others

Children may talk about things they learn at school, and about activities they engage in out of the classroom. Simple benefits, such as pleasure; feeling good with doing something well, or with finishing a job; being able to read a book or to write a sentence may be talked about, with the aid of an interpreter, if necessary.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: Extends his understanding that changes in his social and physical world are continuous; with help, makes some evaluation of these changes	With teacher assistance children may: 1. Make a list of changes within the school and community that have occurred in the past year. 2. Point out changes that have occurred in different families. 3. Note seasonal changes that occur in a year's span. Children may talk about what happens at home when a family member gets a job or loses a job, or when other kinds of family income increase or decrease.
Goal 5: Assists in pointing out some examples of his own cultural heritage in the neighborhood and community	Children may take a trip to a local store or use catalogs to identify articles of clothing which are Indian contributions; e.g., moccasins, mukluks, parkas, squaw dresses. They may talk about foods which are Indian contributions. Popular music with Indian rhythm may be played for the children.
Goal 6: Becomes acquainted with the globe and learns to discriminate between land and water	Children may be introduced to the globe and helped to understand that it is a representation of the earth. They may be taught to distinguish land areas from water areas.

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M U S I C

B E G I N N E R S

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens to music, reacting to sound patterns and rhythm

With music relating to the child's experiences and environment, the teacher may:

1. Encourage children to form imaginative ideas from sound patterns such as falling rain, sawing wood, and rustling branches.

2. Encourage children to express rhythm through bodily movements such as hopping, jumping, skipping, marching, twisting, flying, galloping, and clapping. /Jaye (2), and Leonhard (4).

Goal 2: Sings with increasingly good tone and diction

In teaching songs pupils need to learn during the year, the teacher should work for high, pleasant tones and clear diction. /Jaye (2), and Leonhard (4).

Sample Language Implications Related to this Goal

Choosing a song to sing:

Let's sing [Name of song] .
I like it.
It's [fun / funny / pretty] .

Goal 3: Develops interest in musical instruments

The teacher may demonstrate the use of rhythm band instruments and instruct children in playing them.

Where special talent and interest exists, private or small-group instruction may be given.

Goal 4: Expresses himself with music and dances of his own and other cultures

Folk songs and singing games may be taught. Children should be encouraged to sing native songs, and perform tribal dances, if this is not contradictory to the beliefs of their people. /Jaye (2), and Leonhard (4).

M U S I C

L E V E L O N E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens to different types of vocal and instrumental music that have variations in mood and tempo

The teacher should play music of many styles and moods for purposes of developing skill in listening and for guiding children in recognizing different rhythms and moods. Recognition of commonly-used instruments may be taught by demonstrations, recordings, and films. /Selmer (6).

Sample Language Implications Related to this Goal

It's a happy song.
It's a quiet song.
It's a sleepy song.
It's a marching song.
The music is fast.
The music is slow.

Goal 2: Learns songs about his home, school, and nature, placing increased emphasis on good tone and diction

In relation to interest and need, and in conjunction with work being accomplished in other areas, pupils should learn new songs, singing games, and dances. /Landeck (3), Leonhard (4), and Pitts (5).

Goal 3: Plays rhythm instruments with recorded or live music

Pupil's previous experience with rhythm instruments should be investigated, and their skill in using the instruments should be evaluated. On the basis of this evaluation, the teacher may extend rhythm band experiences. Additional instruments such as bells, tambourines, and triangles may be introduced.

Goal 4: Learns syllable scales

Syllable scales may be written on charts or blackboards.

Children may be taught to sing the scales, and may begin to learn interval relationships. /Landeck (3), Leonhard (4), and Pitts (5).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Continues interest in and discovery of musical instruments

The teacher should promote interest in instruments through pictures, charts, films, recordings, and demonstrations.

Children's recognition of instruments and their interest in them should be extended. /Selmer (6).

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LANGUAGE ARTS - LISTENING

BEGINNERS

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens and reacts to brief stories and verse

The child's response to listening may be verbal:

1. Questions answered
2. Questions asked
3. Comments made
4. Names or phrases repeated.

His reaction may be emotional--he may feel happy, sad, pleased, or angry.

His reaction may be creative--he may draw, paint, model with clay, build or dramatize, any of which may show appreciation.

The teacher may read short verses to children to begin developing the understanding that we listen for pleasure as well as to follow directions.

A listening center should be provided where children may go in small groups to listen to favorite recordings for enjoyment.

Sample Language Implications for this Goal

Pupils respond to a story they hear with an appropriate statement, such as:

I like that story.
It's funny.
Please tell it again.
I didn't like that story.
It was too scary.

Goal 2: Listens to reproduce good intonation and inflection

Pupils learning English as a second language must eventually master sound, intonation, stress, and rhythm. Pupils will need much help to develop skill in hearing these facets of speech.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 3: Learns to identify new sounds	The teacher should begin with familiar sounds. Children may listen to determine whether sounds are inside or outside, near or far, loud or soft, high or low. Later they may match sounds by thinking of words that begin like mother, my, me; words that end like boy, toy. They may match tones--the teacher sings a tone or imitates a train whistle - whooooo! The children match it. The teacher sounds a tone on a pitch pipe--the children match it.
Goal 4: Listens to oral directions to locate objects, animals, and people	Through playing games, or using picture cards, the teacher may orally direct children to locate single objects; objects that are different or the same; objects that do not belong or objects that have a part missing. Later, they may be directed orally to cross out the one that is different.
Goal 5: Listens courteously to contributions from classmates	Children may participate in a "share-and-tell" activity, in telling simple news related to their experiences, in telling about the weather, about their homes or dormitory. Emphasis should be placed on courteous listening.

LANGUAGE ARTS - LISTENING

LEVEL ONE

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Listens to brief stories told by the teacher and retells main points in sequence, with the aid of pictures	In addition to encouraging children to retell stories they hear, the teacher may guide children in dividing drawing paper into several parts and illustrating the events in logical order.
Goal 2: Listens courteously while others read or talk	The teacher may tell a story, using pictures. Then the children may arrange the pictures in sequential order.
Goal 3: Listens carefully to follow simple directions	Standards for listening should be set. Directions should be given only when all are listening. Children at this level generally can handle no more than two or three commissions. They should be encouraged to think what is to be done first, second, or third, and then directed to repeat in the proper sequence what is to be done. They should learn the correct response to such directions as: Draw a line under - Draw a circle around - Put an X on - Point to - Find the - .
Goal 4: Through listening, identifies new sounds	Children may repeat vowel and consonant sounds of tape recordings. The teacher should listen closely, and judiciously correct children who are in error.
Goal 5: Listens for rhyme and rhythm in children's verse	The teacher may read to the class, or use tape recordings of Mother Goose rhymes or other children's poetry. The one purpose of this activity should be to develop enjoyment of simple verses. Children may tap out rhythms, march, and dance. They may listen for word endings and repeat the rhyming words.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 6: Forms sensory impressions through listening	Pupils may listen to a record in which sounds tell a story or suggest a place, like a city; or a scene in nature, like the seashore. They may be encouraged to tell what they heard, and may make simple illustrations or finger paintings of their sensory impressions.

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L A N G U A G E A R T S - S P E A K I N G

B E G I N N E R S

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Expresses himself orally

Each pupil will need much practice in listening to the sounds, intonation, rhythm, and stress of English speech, and in imitating what he believes he hears. For children who are non-English-speaking or who speak substandard English, the teacher should set aside ample time for the practice of sentence patterns in some ordered sequence. Such practice will take much patience on the part of the teacher. It is suggested that where ESL materials have been developed to meet the needs of the children, they be used in conjunction with the following. In areas where children enter school speaking little or no English, or substandard English, and where no materials have been developed to meet their needs, commercial materials should be obtained, adapted to the needs of the children, and used in conjunction with the following.

In the development of situational English, frequently-needed statements, requests, and responses should be selected and practiced for mastery. To establish an understanding of many of these questions and statements, the teacher might ask a speaker of the children's native language to explain them to the children.

1.a: Learns common greetings and leavetaking

Children who are not familiar with common statements of greeting and leavetaking should be taught to say "Good morning," "Good afternoon," "Hello," and "Goodbye."

1.b: Learns to identify himself, his teacher, and his school

In response to the question "What's your name?" children should learn to respond: "My name's _____." To the question "What's your teacher's name?" they should respond: "My teacher's name is _____." To the question "What school are you in?" they should answer: "I'm in _____ school."

1.c: Responds correctly to common classroom directions

Non-English-speaking pupils need to be taught the correct action response to such commissions as:

Wash your hands.
Tie your shoe.
Clean your nose.
Listen.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.c: (Continued)

Look.
Put on your coat.
Take off your coat.
Go to the dining room.
Go to the washroom.
Sit down, please.
Stand up, please.
Open the door, please.
Close the door, please.
Pick up the paper, please.
Put away the books, please.
Wait for me, please.
Go to the dormitory.
Go to the playground.

1.d: Learns to ask to go to the washroom and to get a drink of water

The teacher should help children who are learning English as their second language to ask: "May I go to the washroom?" and "May I get a drink of water?"

1.e: Learns to respond orally to questions related to the whereabouts of other pupils

In response to the teacher's question "Where's (Name)?" pupils should respond with:

He's in the hospital
She's in the dormitory.
He's at home.
I don't know.

1.f: Learns to identify classroom and playground supplies and equipment, as need arises for their use

In response to the teacher's question "What's this?" children should learn to reply, "It's a _____." Items which children should learn to recognize and to name would include:

Playground	Classroom	Work	Play
swing	table	pencil	doll
slide	desk	paper	blocks
teeter-totter	trash basket	crayon	buggy
ball	chair	scissors	bed
rope	door	book	puzzles
	window	paint	dishes
	floor	clay	

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.g: Identifies people with whom he associates

Pupils who are learning English as their second language need to learn responses to the questions:

What's he?
What's she?
What's [Name] ?

Responses they may give might include:

He's a boy.
She's a girl.
She's a teacher.
He's a bus driver.

1.h: Tells what he is doing

The teacher should help children give the correct response to the question "What are you doing?" through having them practice saying "I'm _____," as they go through the action. Tasks which they could perform to develop the related English might include: running, walking, cutting, drawing, painting, sweeping, dusting, jumping, hopping, skipping, sitting, and standing.

1.i: Learns to identify his possessions

In reply to a question such as "Whose pencil is this?" the child learning English as a second language should be taught: "It's my pencil," or "This is (Name's) pencil." After children understand the distinction between this and that, they may answer:

That's my pencil.
That's [Name's] pencil.
That's your pencil.

1.j: Orally identifies family members and tells their names

With the use of pictures, or through visits of family members, children should be guided in identifying members of a family. On the basis of such identification they should learn to say:

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.j: (Continued)

This is [father / mother / sister / brother / baby / grandmother / grandfather] . It's [father / mother / sister / brother / baby / grandmother / grandfather] .

1.k: Orally identifies parts of body

In conjunction with developing the ability to recognize such parts of the body as the head, face, nose, ears, mouth, teeth, arms, hands, legs, and feet, children should be taught to say:

This is my [face / head / hand / arm / ...] .

When they understand the distinction between <u>this is</u> and <u>these are</u>, they may be taught:

These are my [ears / teeth / arms / ...] .

1.l: Tells about clothes he wears

As the need arises for children to learn about the various items of clothing they wear, they should be taught to recognize various articles by name and to tell about them, using sentence patterns developed either in the situational or structural phase of the English program. This work should be correlated with that being done in the dormitories.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.m: Talks about the grooming he practices at the dormitory, or at home

To integrate and reinforce teaching being done in the dormitories relative to establishing good grooming practices, the academic teacher should plan with the dormitory staff. Children may be encouraged to identify such grooming aids as combs, toothbrushes, towels, washcloths, and soap, and to associate them with their use.

1.n: Tells when he or someone else doesn't feel well

Children should be taught the following kinds of sentences:

My head hurts.
My stomach hurts.
My leg hurts.
[Name] is crying.

My feet are wet.
My socks are wet.
[Name's] leg hurts.

To assure understanding of utterances, the teacher should call on one who speaks the children's native language to repeat the same sentences in their language and to explain what they are talking about.

1.o: Talks about the number concepts he is developing

As children are guided in acquiring concepts related to number, they should be encouraged to talk about them. They might begin with simple statements such as:

[One / Two / Three] [pencil / pencils] .

They may proceed to:

I have [one] [pencil / book / crayon / penny / ...] .

I have [two / three] [pencils / books / crayons / pennies / ...] .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.o: (Continued)

As such concepts as more, long, short, little, big, and all are developed, pupils should be taught to make such statements as:

I want more crayons.
I have a short pencil.
I want a long pencil.
I have all the crayons.
I want the little book.

When an understanding of a piece of and some has been developed, the children should be taught to say such things as:

I want a piece of candy.
I want some bread.

or to ask such questions as: "Do you want some apples?"

1.p: Talks about utensils he uses and food he eats in the dining room

The teacher should work closely with dining room personnel in coordinating the classroom English program with the dining program. Children should be taught to identify the various utensils they use in the dining room, to recognize the various kinds of food they eat, and to identify them orally. As children become familiar with some of the foods, they should be taught to ask:

May I have some _____, please?
May I have a little _____, please?
May I have lots of _____, please?

They need to learn to respond to such commissions as:

Drink your milk.
Eat your spinach.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.p: (Continued)

They should learn such courtesies as:

Please pass the bread?
Thank you.
You're welcome.
Excuse me, please.

They should be taught to request more food, if they want it, by asking such questions as "May I have some more meat, please?"

1.q: Learns and talks about his birthday and class birthday parties

As a child develops a concept of his birthday and of a birthday party, he may be encouraged to talk about his birthday, his classmates' birthdays, his age, and class birthday parties. He may identify, orally, various items connected with a birthday party and practice party courtesies. He may learn to say:

It's my birthday.
It's [Name's] birthday.
I'm _____ years old.
He's _____ years old.

He may ask:

How old are you?
How old is she?

During a party, children may talk about what they are doing. For example:

We're having a party.
We're eating cake.
I'm drinking punch.
He's playing a game.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.r: Uses English on the playground

Pupils should develop an understanding of such directions as:

Throw the ball.
Catch the ball.
Make a circle.
Hold hands.

They should learn such statements as:

You're it.
It's my turn.

1.s: Talks about things related to science

Concepts related to science can be strengthened through talking about them. In developing an understanding of simple characteristics of plants and animals, the teacher may direct children in making statements such as:

This is a plant.
The plant needs water.
The plant grows.

This is a dog.
The dog needs food.
The dog grows.

In answer to the question "What do you see?" children may respond:

I see the sky.
I see the clouds.
I see the sun.
I see the mountains.

Goal 2: Speaks audibly at ever-increasing levels of achievement

In all speaking activities, whether situational or sequential, children should be encouraged to speak so that they may be heard. Much will depend upon the rapport established between pupil and teacher, and upon the amount of emphasis placed on oral English.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 3: Repeats, with increasingly good pronunciation and rhythm, the rhymes, jingles, and finger plays he learns	For purposes of enjoyment and for additional emphasis on speaking English, the teacher should help children learn simple rhymes, jingles, and finger plays. At first, the teacher should say the rhymes, or repeat and demonstrate the finger plays, and encourage the children to watch and to listen carefully. After children have listened to a rhyme several times, they should be guided in repeating it in unison. Later, as children gain familiarity with it, they may be encouraged to repeat it individually.
Goal 4: Dramatizes the stories, poems, and tales he enjoys	In developing an understanding of stories or verse which might be dramatized by children of this level, the teacher should tell the story a number of times with the aid of pictures, the flannel board, or filmstrips. Stories selected should be brief, and full of action, and should contain considerable conversation. Vocabulary should be familiar to the children. When familiarity with the story has been attained, pupils may be selected to dramatize various parts of the story or verse as it is repeated by the teacher. As children gain facility with the sentence patterns in the story, they may add conversation to their dramatization.
Goal 5: Participates in assembly programs based on classroom learnings	There will be much that children learn at this level which can be shared with other classes, either in the classroom, or in an assembly program. Assemblies offer many opportunities for children to use the English they have learned and to extend concepts being developed. No assembly program should be a laborious task for either children or teacher.

LANGUAGE ARTS - SPEAKING

LEVEL ONE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Expresses himself orally

Pupils who speak little English or who speak substandard English will need much practice in listening to the sounds, intonation, rhythm, and stress of English speech, and in imitating what they believe they hear. Ample time should be set aside for the practice of sentence patterns in some ordered sequence. If materials have been prepared at the local level for the teaching of English as a second language, it is recommended that they be used in conjunction with this material. If such material has not been prepared, it is recommended that commercial materials be selected, adapted to the needs of the children learning English as a second language, and used in conjunction with the following.

In the extension of situational or functional English, frequently-needed statements, requests, and responses should be determined, and practiced for mastery. It is suggested that sentence patterns learned at the Beginners level relative to personal identification, classroom functions, greetings, and leavetaking, and to various subject areas be reviewed before new work is introduced.

1.a: Talks about the days of the week and what he does on different days

When children have acquired some understanding of the days of the week, they should be guided in talking about them, beginning with simple statements like:

Today is | Monday
... | .

In answer to the question:

What do you do every | day
Monday
Tuesday
... | ?

the children may answer:

| I
We | work
play
eat | every | day
Monday
... | .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.a: (Continued)

Replying to: they may answer:

What does [Name] do every day? [Name / She / He] [works / plays / eats / ...] every day.

With the introduction of morning, afternoon, and night, the same kind of questions and responses may be practiced. Questions should be asked which require answers of:

[Yes, / No,] [he / she] [does / doesn't] .

After children have gained understanding and facility with these patterns, "when" questions should be introduced.

The teacher might ask: and the children may respond:

When do you [sing / play / sleep] ? [I / We] [sing / play / sleep] every [day / afternoon / night / Monday / ...] .

The question might be: The response could be:

When does [Name / he / she] [work / clean / play / ...] ? [Name / He / She] [works / cleans / plays] every [day / night / Monday / ...]

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.b: Talks about items with which he plays

Children at this level generally enjoy playing store. The teacher might effectively reinforce concepts of this and that, and these and those by setting up a play store. The following kinds of sentences are suggested for practice:

This is a [carrot / potato / beet / ...] . That's a [banana / pear / peach / ...] .

These are [apples / bananas / oranges / ...] . Those are [carrots / potatoes / beets / ...] .

As the children assist in setting up their store, they should practice asking:

What is [this / that] ? What are [these / those] ?

The response could be:

They're [oranges / carrots / beets / ...] .

A pupil or the teacher may also ask: Are those [apples / oranges / ...] ?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.b: (Continued)

They may seek a reply of: [Yes / No] , they [are / aren't] .

As the children play store, they may be guided in saying:

[I / We] want [a / an] [banana / apple] .

[I / We] don't want [a / an] [lemon / orange] .

Similar sentences using some or the quantity desired should be practiced.

1.c: Extends his identification of himself and his family

Beginner goals related to personal identification should be reviewed. Children then may be taught that they are first graders, or that they are in the first grade. It may be necessary to have the assistance of a speaker of the children's first language in explaining this concept.

Children should be able to give their parents' names. Most likely, it will be necessary for the teacher to check school records to get correct information required for this accomplishment. Children may have to be taught:

I have no [mother / father] .

1.d: Extends ability to tell about classroom activities

Children should be encouraged to relate as many things as they can that they do in the classroom. They might begin with simple statements, such as:

We clean our classroom.
We dust the table.
We sweep the floor.
We wash the paint brushes.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.d: (Continued)

We erase the chalkboard.
We pick up the paper.

Later they might practice such statements as:

The [table / ...] is clean.

The [blocks / toys / books / ...] are [in the box / on the shelf] .

They might ask:

Are the [blocks / books / ...] [in / on] the [box / shelf] ?

Other questions which might be asked and answered might concern what the children were doing to clean the classroom.

Similar statements and questions could be related to other first-level areas of work; i.e., number concepts, science, social studies.

1.e: Practices courtesy in asking for materials

In response to the questions:

May [I / we] use your [crayons / scissors / paste / ...] , please?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.e: (Continued)

or: May [we] have the [red truck / blue ball / ...] ?

Children should learn to answer:

[Yes / No] , you [may / may not] .

1.f: Talks about number concepts he is learning

In broadening concepts of number, the teacher may guide children to ask:

How many [crayons / cars / marbles / ...] are in the [box / picture / bag / ...] ?

How many [books / pencils / ...] are on the [shelf / table / ...] ?

They may respond:

One	book / car / ...	is on the	shelf / table / ... .
Two / Three / ...	books / cars / ...	are on the	table / shelf .
Six	blocks / toys / ...	are in the box.	

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.f: (Continued)

Similar statements using past tense should be practiced.

1.g: Describes items in the classroom

In response to teacher or pupil questions regarding some quality of a classroom item, children might reply with such statements as:

[It's / They're]	[red / blue]	.	[This / That]	[pencil / truck]	is	[yellow / green]	.
[These / Those]	[crayons / balls]	are	[brown / orange]	.

This is [rough / smooth] .

The [table / paper / glass / ...] is smooth.

In talking about the weather they could say:

It's a [sunny / cloudy / windy / dusty / rainy / ...] day.

1.h: Increases use of English on the playground

As children develop an understanding of <u>first</u>, <u>second</u>, <u>third</u>, and <u>next</u>, they should be encouraged to use these terms when playing games in which they take turns.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.i: Tells stories of experiences, or from pictures

After some experience such as a birthday party or a field trip, children should tell as much about the experience as they can.

If pupils are to tell stories from a picture, the teacher should select pictures which contain persons, objects, and actions that are familiar to the children. At this level pupils should be able to relate such things as:

Mother is cooking.
Grandmother is resting.
Father is chopping wood.
Big Brother is carrying the water.
Baby is playing.

1.j: Participates in other classroom activities requiring the use of English

Contributions may be made to the day's "news" or the daily weather report. The toy telephone may be used by children of this level.

The teacher should involve children in friendly, informal conversations whenever possible. A child will talk freely with the teacher, if he feels the teacher is sincerely interested in him, in his family, and in what he says. Pupils may be involved in conversations before, during, and after school. The teacher may talk informally with small groups while others are occupied.

Goal 2: Converses audibly at ever-increasing levels of achievement

Pupils need to be directed in speaking audibly and clearly in all situations. The teacher will need to assist both the English-speaking child and the one who is learning English as a second language to speak audibly and clearly.

In social speech, the teacher should help children recognize adequate volume and to practice speaking audibly. Children need experiences in conversing in different situations with different people.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Continued stress should be placed on sound and structure. The teacher should help children to become aware of substitutions and omissions in their speech, and guide them in overcoming them.

Goal 3: Repeats with increasingly good pronunciation and rhythm, the rhymes, jingles, and finger plays he learns

Rhymes, jingles, and finger plays learned at the Beginner level should be reviewed. When new rhymes or jingles are introduced, the teacher should repeat them several times, then help the children to say them. As they do so, the teacher should be alert to mispronunciation, and help children to reproduce correctly the words that they have mispronounced. Later, pupils should be encouraged to repeat the rhymes individually.

With children who are capable of detecting like sounds in words, exercises may be developed in which they would listen for words with the same sounds.

Pictures related to the rhymes and jingles may be used to stimulate conversation regarding characters or actions in the pictures.

The teacher should read simple verse frequently to the children for listening enjoyment. Understanding and pleasure will depend on the relationship of the verse read to common experiences of the children. Memorization of verse should be encouraged, but not required.

Goal 4: Dramatizes the stories, poems, and tales he enjoys

If rhymes or verses are used for purposes of dramatization, material selected should be rhythmic and easy to say. Children may be guided in making appropriate masks or simple costumes to wear. Many times only a hat, a scarf, a stick for a cane, and the child's imagination are needed to convert the children to the characters they are playing.

Hand puppets may be used also in dramatizations. Informality should be encouraged, for through freedom and simplicity the child's creativity may be stimulated. A performance may change with every rendition and children should be encouraged to play different characters frequently. Developing creativeness and imagination are the underlying objectives of dramatization.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: Participates in assembly programs based on classroom learnings	Assembly programs should be an outgrowth of classroom activities. They should provide an opportunity for children to use much oral English and for all pupils in a class to participate sometime during the year.

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LANGUAGE ARTS - READING

BEGINNERS

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Discriminates likenesses and differences in objects, pictures, and sounds

The primary purpose of the Beginners Level is to teach children to speak English as a foundation for reading English later. It is recommended that reading be delayed beyond the Beginners Level for children who enter speaking little or no English.

For those children who possess sufficient knowledge and understanding of English to participate successfully in prereading activities, the following suggestions are made.

Games and picture cards may be used for matching objects, with such direction and questions as those following being given to children.

Find one that is different.
How many are the same?
Which one does not belong?
Which is different?
What part is missing? (Example: Picture of a rabbit with one ear.)
What part is not there? (Example: Picture of a horse with no tail.)

Later, such directions as the following may be given.

Cross out one that is different.
Draw a line under one that is not the same.
Find all of the stars, circles, or boxes.

Easy puzzles may be used to help children learn to discriminate differences in size and shape.

Goal 2: Develops a sense of left-to-right progression

If brief stories are dictated by the children to be written on the chalkboard by the teacher, he may call attention to where he starts writing and to the directions he writes. He may ask children to show him where he should start writing.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

As children "read" the stories they dictated, by the sweep of his hand the teacher may indicate the direction to read.

In guiding the child in writing his first name, the teacher may again help children in developing a sense of left-to-right progression.

Goal 3: Develops an awareness that written symbols convey messages

To help the children develop an awareness that written symbols convey messages, the teacher may:

1. Label a child's chair.
2. Call attention to labels in his clothes.
3. Label various items of classroom furniture.
4. Write a brief greeting on the chalkboard.
5. Read many simple stories and verses to the children.
6. Call their attention to road signs or other types of signs and labels in and outside the classroom.

L A N G U A G E A R T S - R E A D I N G

L E V E L O N E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Learns to match labels with objects, pictures, sentences, phrases, and words	The teacher may prepare a number of labels for pictures and for objects in the classroom, or the children may make them. Labels used should be related to words which will occur in reading material. The labels may be divided among the children to be placed on the objects or pictures they symbolize. When children have become adept at matching label and picture, or object, they may play a game to see who can match them most quickly. Children may draw a line to the one of three words under a picture which correctly names it, or they may label pictures they draw. They may show their pictures to the class or their group and read the labels under them.
Goal 2: Groups words in natural phrases when he reads orally	The child should read material silently for meaning before he is called upon to read it orally. With the sweep of the hand, or by framing material on the chalkboard with the hands, the teacher may indicate to the child the phrasing of a sentence. Sentences may be broken into phrase strips. Children may assemble the phrase strips into complete sentences and read the sentences orally, according to the way they are phrased. The teacher may provide for a certain amount of group or chorus reading, indicating to the group the proper phrasing by breaking the material to be read into phrase units, or using a sweep of the hand to show the words that are to be phrased. Over-emphasis on group or chorus reading may retard development of individual reading ability. On the other hand, chorus reading may have some value in giving confidence to the shy child. <u>It should not be used to the exclusion of other methods</u>.
Goal 3: Reads independently preprimer material	As children gain facility in reading experience-chart and preprimer material, they should be encouraged to do so independently. To gain such facility, they should be exposed to much guided reading of experience charts, and of a variety of preprimer-level material. Free reading periods should be scheduled to encourage independent reading.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Experiences provide the content for charts for beginning reading. Each member of the group should be encouraged to contribute to a chart story. The group may "read" the chart together. Later, individual children may be called upon to "read" the chart. Some words on experience charts will not be at the preprimer level, but the purpose of such charts is not to teach children to read, but to develop an understanding of reading being "talk on paper."

Duplicate sentences, phrases, and words that appear on charts may be prepared for matching. The child may match a particular sentence, word, or phrase and hold it under its counterpart on the chart. At other times, the children may construct the chart from the broken phrases and sentences. Sentences should be broken into natural phrases such as:

We went to the house.

Goal 4: Reads material at his particular instructional level

It may be found that reading will have to be delayed for some children until well into this level. Others may be ready to begin reading much earlier. When it is determined that a child is physically, socially, emotionally, and psychologically ready to begin reading, he should be introduced to the skill and guided in its development at a pace that he can handle.

4.a: Demonstrates some ability to associate sounds and letters

As a sight vocabulary is developed, and as children continue to read experience charts phrased in sentence patterns which they have mastered in speaking, the teacher should be alert to an interest in sounds of words. Initial consonant sounds should be isolated first. As children recognize these, various exercises, as suggested in basic reading guides, should be used to develop recognition of beginning consonant sounds.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

Sample Language Implications Related to this Goal

Example: Play a game hiding a ball to stress the beginning sound in find.

Where is the ball?
Can you find it?
I can find it.
I can't find it.
He didn't find the ball.

4.b: Reads with understanding and enjoyment

To assist children in being able to read with understanding and enjoyment, it will be necessary for the teacher to provide experiences which will build adequate background for stories to be read, and which will make vocabulary meaningful.

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L A N G U A G E A R T S - W R I T I N G

B E G I N N E R S

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Writes his first name

Since the primary purposes of the Beginners Level are to provide experiences upon which learning can be accomplished, to develop background, and to teach the children to speak English, there is little need for children to learn to write any more than their own first names at this level.

The child should be taught to write his name correctly in manuscript. The teacher may write his name on the chalkboard and help him to copy it from the model. If the child has difficulty copying his name, he may trace it, or the teacher may guide his hand in forming the letters until he gains some understanding of what he is attempting to do.

When he is able to write his own name, he may make labels for his individual possessions. As he becomes successively more proficient, he may replace the labels on his possessions.

Children may write their names on class invitations, or on group letters. They may be encouraged to volunteer for various classroom chores and to write their names opposite the chores they select. This may be the beginning of the development of the concept that signing one's name is binding.

L A N G U A G E A R T S - W R I T I N G

L E V E L O N E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses writing for various purposes

Children should learn to write their full names and the names of their parents or guardians. As need arises for them to do so, they should learn to write numbers and correctly-formed manuscript letters.

After children are reading, the teacher may have short, supervised writing periods.

Goal 2: Is interested in expressing his thoughts in writing

Children at this level have developed little skill in writing; therefore, they should not be required to express themselves in writing without the assistance of the teacher. The interest little children have in expressing themselves may be stimulated by the teacher encouraging them to tell of experiences, or repeat stories or verse while he writes them on the chalkboard or a chart.

The teacher may work with the group or with an individual in constructing sentences and stories which are satisfying to all. As he does so, he can indirectly teach simple mechanics of writing through calling attention to where a story begins; how a sentence begins; how it ends; and to margins. As understanding of these simple mechanics develops and as children gain some skill in writing and in spelling, they may be encouraged to write independently.

Goal 3: Dictates and writes clear and interesting thoughts

When the occasion demands the writing of invitations, letters, and thank-you notes, the class may participate in a group composition. Individual children may contribute ideas, and the teacher may guide the group in experimenting with different ways of expressing the ideas until satisfactory statements have been made. The teacher should write the group product.

Children should be encouraged to report interesting things they see or hear. The teacher may write these for the children to post on the bulletin board, or to read to other children.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Writes material for practical and personal use

Children should learn to write words that are useful to them in their school work. The teacher should make use of actual situations or provide experiences that call for the writing of stories, letters, invitations, or captions.

It may prove worthwhile to have the children keep a diary of school activities. A sentence for the day may be developed by the class and entered in the book. Such an activity may provide an interesting purpose for writing and result in a record of the year's activities.

The teacher may wish to set certain standards for papers that are to be turned in. He may require the child's name, the subject, and the date. As children learn to write, they should be guided in following whatever standards are set.

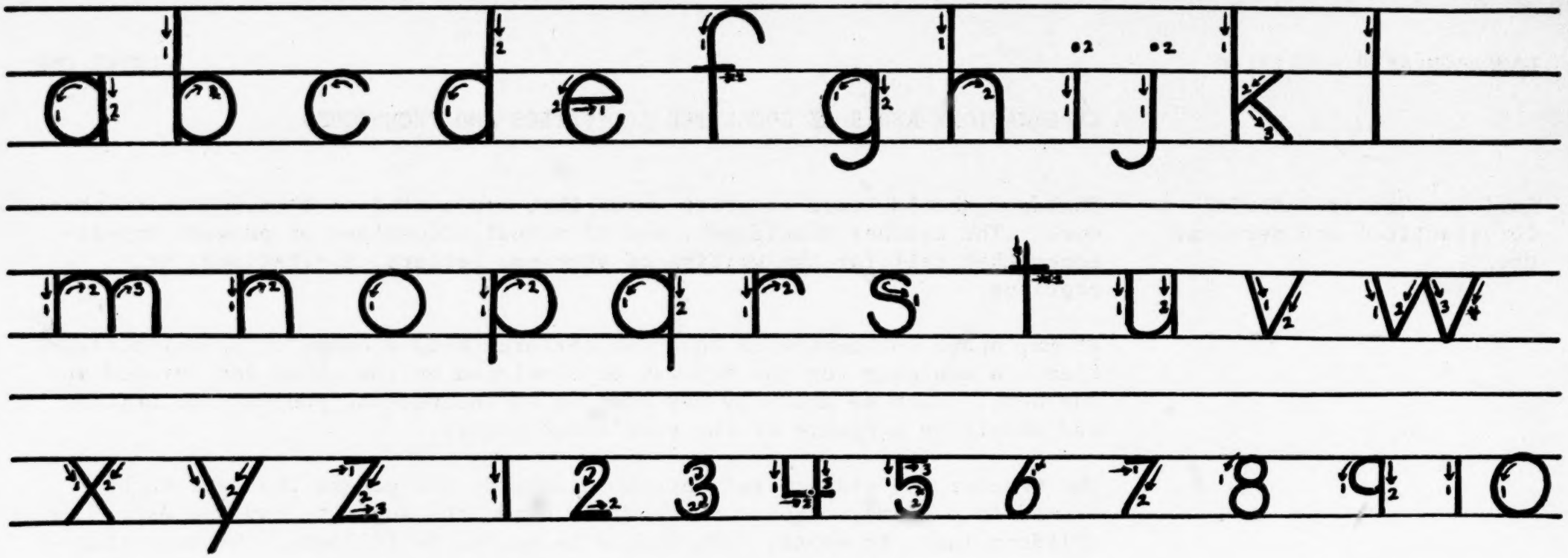
Goal 5: Uses the sentence as a unit of language

If a systematic and structured approach is being used to teach children to speak English, and much emphasis is being placed on pattern practice, the teacher may relate oral pattern practice and written pattern practice. Children should develop the concept that reading is "talk on paper," and that when they write they are "talking on paper." If the unit of language used to teach children to speak English is the sentence, it may become the basis of understanding that the sentence is a unit of language by which we communicate.

Goal 6: Begins to use capitalization and punctuation correctly in his writing

In writing experience stories for the children, the teacher has been advised to call attention to the way he starts and ends a sentence. On the basis of this indirect teaching, he may work with children in beginning statements with capital letters, and ending them with periods.

The attention of pupils may be called to the format used in their reading texts. They may note sentences beginning with capitals and ending with periods. Children should have direction and practice in learning to write capitals correctly.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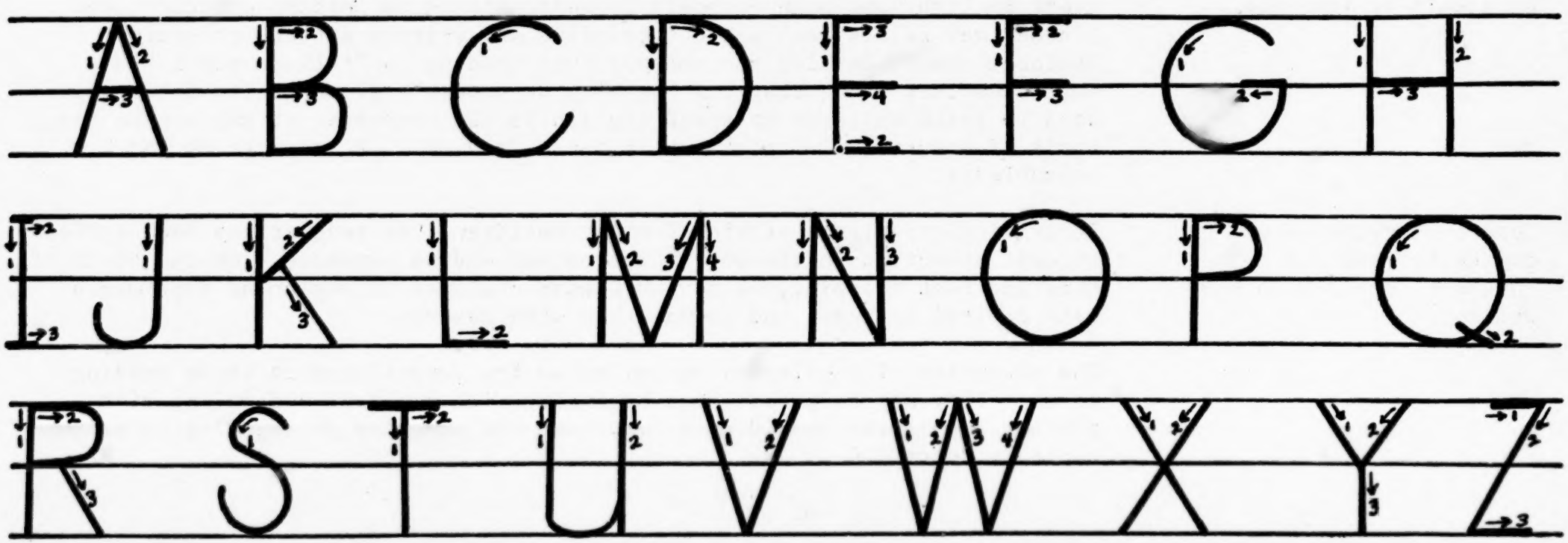
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L A N G U A G E A R T S - L I T E R A T U R E

B E G I N N E R S

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Becomes acquainted with the nursery rhymes and picture stories of the non-Indian culture

General Techniques. When telling stories, the teacher should wait until all in the group concerned are seated and ready to listen. If this procedure is followed, it may be easier to set an atmosphere for attentiveness.

The teacher and the pupils should select books from the library that are suitable for the class and set up an attractive classroom library corner. If possible, a daily activity should be developed around the books in the library corner.

Children individually or in groups may make simple movie strips and show them in cardboard boxes. As the movie is shown, the teacher or a pupil who has some facility in English, may tell the story. Finger puppets, hand puppets, and flannel board cut-outs make story telling more interesting and more dramatic. The tape recorder may be used to record children's stories as a means of developing interest in story-telling. Cut-outs of the story characters may be made.

Holding the book so all can see, the teacher may read easy picture-story books to children. Simple questions related to sentence patterns pupils understand may be asked about the story or pictures. Children will need sufficient time to respond.

At first the teacher should tell only one or two things about each picture and then move on to another picture, in order to hold interest. Gradually, the length of exposure of each picture may be increased; but when interest lags, the picture should be changed.

The child may react verbally, emotionally, or creatively to the story. He should be encouraged to express his reaction in each of these ways.

Goal 2: Enjoys the tales, legends, and poems of American Indians

Indian employees or parents may be invited to tell stories to the class. Children should be prompted to contribute brief comments about the story in English or in their language. Close identification of the child with a

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: (Continued)	character in the story may be stimulated. The teacher should not attach requirements to the literature program. The only objective at this level is to get children to enjoy the delightful selections that appeal to them.
Goal 3: Grows in his ability to form pictures in his mind through hearing verse, fairy stories, fables, and folk tales	These stories and fables will be, in many cases, the child's first introduction to literature and the musical quality of the English language. Here he meets rhymes with musical words. He should react rhythmically to favorite selections and gain new pleasure from them as he enters into the feeling and mood of the selection.
Goal 4: Associates what he reads and hears with what he has seen or done	The primary level teacher should create a preparatory atmosphere for literature awareness through the careful selections of verse, picture stories, fables, and folk tales (Indian and non-Indian). The teacher may guide the child through interesting and varied literary experiences to assist him in identifying himself with the story and relating the content to his own personal experiences. It may be fun for the child to join in the refrains as the teacher reads in a relaxed, natural, and happy atmosphere.
Goal 5: Grows in ability to recognize and respond to emotional tone of a story and/or poem	The child needs to learn to respond to poetry and prose with language, rhythm, his emotions, and action. The ability to identify himself with characters in the story and to respond emotionally should be developed through providing background experiences and word meanings which will lend understanding to the selections.
Goal 6: Begins to understand the difference between make-believe and true	Children may give accounts of things they know actually happened and then be guided in developing a story that is make-believe. As the teacher reads to children, he may question them concerning items which are true and those which are obviously make-believe.
Goal 7: Enjoys sharing with others the stories, verse, and near-nonsense humor he learns to relate	The teacher should read to the children verse that they can understand and enjoy with little or no explanation.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: (Continued)

Pupils should select stories or verse that they wish to share with others. The teacher may read these to the group. The humor, or the events, may be emphasized by the teacher to help children develop an appreciation for different kinds of writing. Therefore, the writing must be about something of which they are knowledgeable, either through actual or vicarious experience.

Sample Language Implications Related to this Goal

Listen to this. Isn't it funny?
Let me say this for you. It's pretty.
I like this poem.

LANGUAGE ARTS - LITERATURE

LEVEL ONE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Becomes acquainted with the nursery rhymes and picture stories of the non-Indian culture

General Techniques. When telling stories, the teacher should wait until all in the group concerned are seated and are ready to listen. If this procedure is followed, it may be easier to set an atmosphere for attentiveness.

The teacher and the pupils should select books from the library that are suitable for the class and set up an attractive classroom library corner. If possible, a daily activity should be developed around the books in the library corner. A pocket chart where each child keeps his reading record may encourage reading. When a child finishes a book, he should write the title on his card and place it in his pocket on the chart. This could serve as a basis for sharing by children who had read the same book. It would also give the teacher an opportunity to discuss with individuals the reading they are doing.

Children individually or in groups may make movie strips and show them in cardboard boxes, telling the story as the movie is shown. Finger puppets, hand puppets, and flannel board cut-outs make story telling more interesting and more dramatic. The tape recorder may be used to record children's stories as a means of developing story-telling ability. Cut-outs of the story characters may be made.

Holding the book so all can see, the teacher may read easy picture-story books to children. Questions may be asked about the story or pictures. Children will need sufficient time to respond.

At first the teacher should tell only one or two things about each picture and then move on to another picture, in order to hold interest. Gradually, the length of exposure of each picture may be increased; but when interest lags, the picture should be changed.

The child may react verbally, emotionally, or creatively to the story. He should be encouraged to express his reaction in each of these ways.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Enjoys the tales, legends, and poems of American Indians

Indian employees or parents may be invited to tell stories to the class. Children should be prompted to contribute brief comments about the story in English or in their own language. Close identification of the child with a character in the story may be stimulated. The teacher should not attach requirements to the literature program. The only objective at this level is to get children to enjoy the delightful selections that appeal to them.

Goal 3: Grows in his ability to form pictures in his mind through hearing and/or reading verse. fairy stories, fables, and folk tales

These stories and fables will be, in many cases, the child's first introduction to literature and the musical quality of the English language. Here he meets rhymes with musical words. He should react rhythmically to favorite selections and gain new pleasure from descriptive words as he enters into the feeling and mood of the selection.

Well-known fables should be included in the child's reading for pure enjoyment. Their simplicity, apt phrasing, humor, and dramatic possibilities make them especially appealing.

Goal 4: Associates what he reads and hears with what he has seen or done

The primary level teacher should create a preparatory atmosphere for literature awareness through the careful selections of verse, picture stories, fables, and folk tales (Indian and non-Indian). The teacher may guide the child through interesting and varied literary experiences to assist him in identifying himself with the story and relating the content to his own personal experiences. It may be fun for the child to join in the refrains as the teacher reads in a relaxed, natural, and happy atmosphere.

Goal 5: Grows in ability to recognize and respond to emotional tone of a story and/or poem

The child needs to learn to respond to poetry and prose with language, rhythm, his emotions, and action. The ability to identify himself with characters in the story and to respond emotionally should be developed through providing background experiences and word meanings which will lend understanding to the selections.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Begins to understand the difference between make-believe and true

Children may give accounts of things they know actually happened and then be guided in developing a story that is make-believe. As the teacher reads to children, or as he is guiding them in their reading, he may question them concerning items which are true and those which are obviously make-believe.

Goal 7: Enjoys sharing with others the stories, verse, and near-nonsense humor he learns to relate

The teacher should read to the children verse that they can understand and enjoy with little or no explanation.

Pupils should select stories or verse that they wish to share with others. The teacher or the pupil may read these to the group. The humor, the events, or the description may be emphasized by the teacher to help children develop an appreciation for different kinds of writing. Therefore, the writing must be about something of which they are knowledgeable, either through actual or vicarious experience.

Sample Language Implications Related to this Goal

Listen to this. Isn't it funny?
Let me read this to you. It's very pretty.
I like this poem. Did you like it?

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A R T

B E G I N N E R S

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Identifies common colors

The children may be introduced to the colors red, yellow, blue, white, and black through such activities as:

1. Teacher-directed color identification of common classroom objects and primary toys; a red wagon, a blue ball, a yellow bird. Later pictures of these articles may be introduced.
2. Field trips with color identification as the objective.
3. Parties with emphasis on color identification.

/Birren (2).

Sample Language Implications for this Goal

Children may tell colors of real objects or of things in pictures.

The		is	
	box		blue
	ball		red
	dress		yellow
	coat		black
	book		white
	...		

Goal 2: Uses available materials to express art concepts

Children may use a variety of commercial materials; natural materials, such as plants and rocks; and reject materials, such as egg cartons or plastic containers. They may use these to depict what they are learning in a variety of activities. These may include:

1. Doing simple modeling.
2. Making prints (potato, carrot, spatter).
3. Making simple puppets (bag, tube, hand, stocking).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

4. Making simple drawings and paintings (blackboard, colored paper, wet paper, finger painting).
5. Making seasonal and holiday decorations (dioramas, murals).
6. Working with papier maché.
7. Doing simple weaving and stitchery.
8. Doing miscellaneous art work (collage, box building, stuffed paper animals). /Bjoland (3), Peter (14), Reed (16), and (7).

Goal 3: Integrates art appropriately with other areas of learning

Children may be guided in using art in all classwork.

Reading:

1. Illustrates stories
2. Draws pictures of animals

Science:

1. Draws trees, leaves, or flowers to be made into a collage with needed teacher direction
2. Gathers rocks to note the colors, shapes, and forms
3. Draws pictures of insects he knows
4. Uses clay for modeling

Social Studies:

1. Draws pictures of home and family
2. Uses blocks to build houses
3. Draws pictures for special holidays

Arithmetic:

1. Draws objects to designate a number
2. Draws geometric shapes

Health:

1. Draws pictures of foods
2. Cuts out pictures of foods for booklets

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Music:

1. Illustrates songs he learns
2. Finger-paints to music

Goal 4: Experiments with a variety of art media

Children should be introduced to very basic art media and guided in handling them properly and freely. Such media would include:

1. Pencil - large, with soft lead.
2. Crayola - large, wax preferred.
3. Plastic clay - non-drying.
4. Finger paints.

In activities associated with family life, creativity can be developed by working with clay.

Large sheets of paper should be used to encourage freedom of movement.

Goal 5: Appreciates the native arts of his tribe

Pride in the arts and crafts of his particular tribe should be developed in each child. This might be accomplished by:

1. Displaying samples and/or pictures of native arts and crafts.
2. Visiting displays of native crafts.
3. Inviting native artists to tell about their art.
4. Letting children experiment with their ideas.

/D'Amico (5).

Goal 6: Begins to develop an awareness of, and appreciation for, the natural beauty of his surroundings

Children may be taken for walks. They can learn to identify colors and shapes they see in nature. They can be guided in developing sentence patterns related to what they see.

A R T

L E V E L O N E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Continues to learn about color

The children may now be introduced to the colors orange, green, purple, and gray through:

1. Teacher-directed color-identification of familiar objects in the school environment.
2. Field trips.
3. Parties.
4. Programs.

Colors previously learned should be re-emphasized. /Birren (2).

Goal 2: Uses available materials to express ideas

Creativity can be stimulated by using a variety of materials that otherwise might be discarded. Such odds and ends might include:

1. Cloth scraps (puppets, mats, bags).
2. Old felt hats (belts, pot holder trimming, purses).
3. Wool and leather scraps (trimmings, book markers).
4. Oilcloth (animals, bibs, bags).
5. Plastic containers (animals, vases, beads, baskets).
6. Egg cartons (flowers, turtles).
7. Cans (crayon containers, cookie jars, hanging baskets).
8. Spools (wheels, puppets, engines).

Materials from nature may be used. Seeds may be made into attractive beads. Plants may be used as part of collages and other compositions. /Bjoland (3).

Goal 3: Integrates art with other areas of learning

The following outline suggests some ways children may participate in art activities related to various areas of learning.

Reading:

1. Illustrates experience charts
2. Makes booklets using pictures
3. Illustrates stories

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

4. Makes a movie of a story. (The child may turn the pages as the story is told.)
5. Exhibits books and related objects

Science:

1. Arranges leaves, seeds, flowers, or objects for display
2. Draws leaves or flowers
3. Looks for colors in rocks or pebbles
4. Shows seasons in color drawings
5. Models animals
6. Studies colors and shapes while on a field trip

Social Studies:

1. Draws a simple map of the school
2. Makes a house from old boxes or blocks
3. Makes a mural
4. Presents a puppet show

Arithmetic:

1. Makes a border design of numbers or simple geometric shapes
2. Makes drawings to signify certain numbers
3. Makes a booklet with drawings of numbers or shapes

Health:

1. Makes a chart of foods
2. Makes creative drawings of sports
3. Makes cartoons of Mr. Good Health and Mr. Bad Health
4. Makes posters of health rules

Safety:

1. Makes pictures of "Safety with Pets"
2. Sketches stop signals on pedestrian lanes
3. Makes pictures of "Safety for Children"

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Music:

1. Interprets music by playing a record and drawing impressions
2. Makes a mural of various folk dances
3. Makes designs of musical notes and symbols.

Sample Language Implications Related to this Goal

I'm John's Mary's	going to	draw paint cut out	the	picture leaves flowers map

I He She	drew painted cut out	the	picture leaves flowers map

Goal 4: After adequate instruction, continues to experiment with a variety of art media

Pupils experimented with basic media at the beginning level. They now may be exposed to:

1. Papercraft--making masks and puppets of paper sacks; cutting paper with blunt scissors; tearing paper for mosaics.
2. Cardboard-box craft--constructing native settings.

Goal 5: Develops an appreciation of the native arts of his tribe

The teacher should continue to bring to the attention of the child the beauty of the art and design of his tribe. He might direct his class in:

1. Displaying handicrafts and pictures of their native arts and crafts.
2. Visiting shops or displays of native crafts.
3. Inviting native artists to exhibit and discuss their work.
4. Conducting "show and tell" periods and letting the children talk about items of their choice.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

5. Providing native materials for the children to experiment with in arts and crafts activities.

Goal 6: Develops an appreciation of the natural beauty of his surroundings

Children may take simple field trips. They may collect leaves, rocks, and plants. They may draw forms they see in nature. They may refine their ability to identify forms and color found in nature and the seasonal changes. Art efforts might include using actual items collected on their field trips.

Each child might make a "peep card" (a card with a small hole in it). He can view through this and not be overwhelmed by the diversity of what he sees. He should be guided in what he finds most beautiful or interesting in this limited view.

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BEGINNERS

HEALTH AND PHYSICAL FITNESS

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Washes hands with soap and water

The teacher may take the children to the washroom and demonstrate the use of faucets, soap, and towels. He may hold up his hands before washing and say "Dirty"; wash his hands with soap and water; dry them well with a towel and hold them up for the children to see, saying "Clean." Later children may say "My hands are dirty" and "My hands are clean." The teacher should supervise the child's practice to see that he learns to perform the act correctly and to say the words "dirty" and "clean" in connection with the action. A frequent check should be made until the habit is established.

In schools where there are no handwashing facilities, home-made facilities may be provided by placing a plugged container over a second container The child may remove the plug, wash his hands in the water as it flows from the upper container to the one below, then replace the plug.

If paper towels are not available, individual towels should be provided. Each towel should be labeled with the name of the user. The place where the towel is kept with the child's name may be labeled, also. The teacher should demonstrate the use of the towel to get the hands completely dry.

Children may take turns playing "doctor" or "nurse" and applying vaseline or tallow to chapped hands.

Emphasis should be placed on:

Washing hands before eating.
Washing hands after toilet.

The child may make pictures of the things he uses in washing his hands. The teacher may use the drawings to stimulate the use of English by having children talk about what is in the picture.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

Sample Language Implications Related to this Goal

This is my towel.
This is my soap.
I am washing my hands.
My hands are clean.

Goal 2: Dries his body and dresses himself after his bath, tying his shoes and fastening clothing

In day schools where the teacher is responsible for assisting the child in bathing, he should show the child where to put his folded clothing before going into his bath.

As assistant or an older student may help the child with his bath by turning on the hot and cold water, showing him how to wash himself with soap and water, and how to rinse off the soap. He may show the child how to dry himself with a clean towel, teaching him to dry the body thoroughly, especially between the toes. He may show him how to care for soiled clothing, wet towels, and wash cloths.

The teacher may show the child how to tie a bow with a large cord or strips of cloth. The child may practice tying bows on the table leg, or the arm of a chair. When he can do this, he may tie a bow around his own foot with a large cord. He may practice tying a bow in the shoe laces of other children before he practices tying his own shoes.

Goal 3: Learns how to brush his teeth

In day schools, a toothbrush should be provided for each child. There should be a place for keeping the toothbrushes free from dust and insects. Both the brush and the place where it is to be kept should be labeled with the child's name. The teacher may demonstrate how to take a toothbrush from its hook, how to put toothpowder or paste on it, how to brush the teeth with an up-and-down movement, how to rinse the mouth and the brush, and how to return the brush to its hook. Putting salt on the wet bristles before the brush is returned to the hook helps preserve the bristles.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Common salt or baking soda can be used in the place of commercial tooth-powder or paste.

Goal 4: Uses toilet facilities properly

The teacher should make sure that:

1. The child knows where the toilet is.
2. He knows he is expected to use the toilet.
3. He learns to wash hands after using the toilet.

Times should be set aside for toilet; such as, the first half of recess time, the last part of the noon hour, and the first part of the afternoon recess.

Goal 5: Learns to enjoy drinking milk and trying new foods

The teacher may wish to serve a mid-morning lunch of milk and some other food item. The children should learn to serve the lunch. Those who do not care for milk should be given smaller servings and encouraged to drink all of it. Gradually these servings may be increased. (There may be some children who are allergic to milk. Where a child displays a positive aversion, the doctor should be asked to check if there is good reason for the aversion to be respected.)

Goal 6: Eats his food slowly

Older children may set the example by eating slowly, and eating some of everything. Those who serve may be asked to give portions that can be eaten easily and to encourage the smaller children to ask for additional servings when they want more.

Samples of food that are to be served may be brought to the classroom. The children may learn their English names and have tasting parties to become acquainted with the foods.

In boarding schools where small children eat in a large dining room, it is helpful to have them served in the classroom occasionally, if possible, to allow for individual teaching in an informal atmosphere. The experiences of

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 6: (Continued)	preparing the table, placing food on the table, acting as host or hostess, and clearing the table after the meal provide opportunities to become acquainted with foods and to eat properly in a relaxed atmosphere.
Goal 7: Uses available drinking facilities properly	In schools where drinking fountains are provided, the child should be taught to use the fountain correctly. The teacher should observe the child when he gets a drink and help him correct any mistakes he makes. The drinking of plenty of water should be encouraged. If there is no drinking fountain, the child should be taught how to get a cup, how to get drinking water, and how to dispose of his cup.
Goal 8: Helps new pupils find out where to get drinking cups, or how to use drinking fountains	The teacher may guide children in taking turns in assuming responsibility for helping new pupils locate a drinking cup and for showing them how to dispose of it, or to assist new pupils in using a drinking fountain.
Goal 9: Asks politely for food at the table or wherever food is served	Children may practice asking politely for food at tasting parties, or at birthday parties in the classroom. As part of their situational English, they also may practice such requests. The teacher should supervise them from time to time at their noon meal to determine if they have learned the correct requests.
Goal 10: Tells teacher or dormitory attendant when he needs dry clothing	On occasions when the child comes to school with wet shoes and stockings, he should take them off and dry them. He may be placed near the heating apparatus while his shoes are drying, and provided with something, such as a box, or a piece of blanket on which to put his feet to avoid the cold floor. In places where wet shoes constitute a regular problem, moccasins made from discarded materials and blankets may be used in the school room.
Goal 11: Wears proper wraps outdoors; removes them when indoors	It may be necessary to have someone explain to the child in his native language why outdoor wraps are removed in the classroom.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 11: (Continued)	A place should be provided for hanging up wraps. Labels may be made for each child's place and he should learn where his wraps are to be hung. When the entire group goes outdoors for play, children may see how many can put on and button wraps without assistance, or play soldiers ready to stand inspection. Boys need to learn to take off hats in the house.
Goal 12: Covers coughs and sneezes, and keeps his nose clean	The teacher should set an example by covering his mouth, preferably with a tissue or handkerchief, when coughing and sneezing. The teacher may demonstrate while someone explains in the child's native language why he should cover his mouth when sneezing and coughing. If a child uses his hand instead of a handkerchief, he should wash his hands afterwards. The teacher may stimulate conversation about this practice through the use of child-made illustrations, or pictures cut from advertisements. Tissues for blowing the nose should be provided. While demonstrating for the children, someone may explain in the native language how to hold the handkerchief against the bony structure of the nose, and to blow equally through both nostrils. It should be explained that when one nostril is held closed there is a danger that the mucus may be blown into the ear tubes, and it may spread infection. The children should be shown tissues. A child with a running nose may be asked to look in the mirror, blow his nose, and then look in the mirror again. A child whose nose runs constantly may need medical attention.
Goal 13: Recognizes the doctor and the nurse as friends and tells ways they help him	Becoming acquainted and friendly with the doctor and nurse may lay the foundation for a later understanding of the assistance a doctor and nurse give a child. Children should be prepared for a visit with the doctor or nurse. If there is an idea of "hurt" to be associated with the visit, the teacher should be honest and grant that it may hurt a little or for a little while.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 13: (Continued)	The children may be encouraged to talk about their visit with the doctor or nurse. They may dramatize the visit, or be prompted to play doctor and nurse.
Goal 14: Is cooperative at rest periods	The school nap should be limited to 20-30 minutes. The teacher should observe if children are quiet during the rest period, if they relax, and if they sleep.
Goal 15: Knows fire drill procedure	It is mandatory that each teacher learn the fire drill procedure for his school and teach pupils to follow the procedure which has been outlined. Fire drills should be practiced often enough to make the procedure automatic. The children should get out in an orderly manner and stand at the designated place. A child who sits near the door may be Fire Marshal to help get children out more quickly during fire drill. Children should be alerted to the danger of playing with matches.
Goal 16: Reports illness or accidents to dormitory attendant or teacher	An interpreter may explain to the child that he is to report when he does not feel well. If a child does not have adequate vocabulary to report how he feels, an older child or an adult may have to interpret for him. The interpreter should explain to the child that he should report accidents that happen to him or to other children. If the injury to another child is slight, he should be brought to the teacher for attention. If the injury seems serious, the dormitory employee or teacher should be taken to the injured person. Children may observe the application of first aid to minor injuries. Attention may be called to how the bandage is handled, how clean it is, and how it is applied.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 17: Practices safety in handling sharp or pointed objects such as scissors, needles, sharpened pencils, knives, or sucker sticks	The teacher should demonstrate the use of each object before the child uses it the first time; such as, how to hold a pencil with point downward on the paper, how to hold the scissors to paper or cloth. The child should use the object under supervision until he can use it safely. Older children may help younger children in the use of silverware. The child may draw or paint pictures of implements, and then use his drawings to tell about their use.
Goal 18: Gets on and off playground equipment safely; takes turns in using the equipment	Children should be shown the correct way to get on and off see-saws, swings, ladders, and any other piece of playground equipment they use. They may be shown how to hold the bar or ladder, to be careful of the hands of others, to get off see-saws safely, and how to take turns. As they practice this kind of safety, they may be guided in developing sentence patterns related to the activity. Children may need help in distinguishing <u>wash hands</u> and <u>watch hands</u>.
Goal 19: Learns basic elements of good posture	Posture cues recommended for children in beginning years are as follows: 1. Feet forward 2. Stand tall 3. Grow tall 4. Sit tall 5. Heads high
Goal 20: Performs fundamental movements such as skipping, running, walking, and hopping	The child should participate in activities of running, jumping, climbing, dodging, and swinging. He should be encouraged to participate in dance activities which allow for self-expression; such as, imitating a clown, fireman, top, aeroplane, or horse.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 21: Plays active games with his group	Many small children prefer to play alone. They should be encouraged to play active games with other children. Some games popular with children are Cat and Mouse, Drop the Handkerchief, Flying Dutchman.
Goal 22: Learns to be a courteous bus rider	Children should be taught acceptable bus standards. They should learn the safe way to get on and off a bus. Reasons for not pushing and shoving, hitching a ride on the back end of a bus, and for standing away from the bus after getting off should be explained.
Goal 23: Cooperates with student patrol officers	Traffic signals and crosswalks may be made to use in dramatizations. Children may play patrol boy, make a floor map of local school crosswalks with building blocks and/or chalk lines, and practice walking on them.

HEALTH AND PHYSICAL FITNESS

LEVEL ONE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Keeps hands, fingernails, and nose clean without being reminded

The child was taught at the Beginners Level to wash his hands with soap and water before meals and after toilet. He may demonstrate for new pupils how to do this. He may assume some responsibility for reminding new pupils to wash hands after toilet and before meals.

The teacher may provide the children with soft match sticks or orange sticks and demonstrate how to hold the stick firmly to clean under each nail. After children wash their hands they may be shown how to push the cuticle gently away from the nail. Lotion or vaseline should be provided for chapped hands.

Children may demonstrate for beginners how to blow the nose gently, and how to dispose of the tissue. The child at this level should be encouraged to become alert in detecting the need of a handkerchief by any beginner and should politely remind him to blow his nose. He can get the tissue for the beginner and show him how to use it.

Children should be taught to hold the handkerchief against the bony structure of the nose and to blow equally through both nostrils.

Goal 2: Brushes his teeth twice daily, with supervision

In day schools, children may take turns in showing new children where to find their toothbrushes, where to get toothpowder or paste, how to brush the teeth, how to wash the toothbrush and put it away.

Goal 3: Takes his bath, with supervision

A chart may be prepared that will illustrate the steps in taking a bath: care of clothing before bath, mixing the water for bath, using soap and washcloth to get ears and neck clean. The teacher may discuss this chart with the child before he goes to take his bath. He should show the child how to turn on water and mix hot and cold water for his shower. The teacher should show him how to fold his clothes as he takes them off, and where to put them to keep them dry while he takes his bath. An adult should supervise the bathing and check to see that the children are clean when they finish the bath.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 3: (Continued)	In boarding schools or in schools where children habitually come to school clean, bathing activities can be eliminated. If a few children need to use the school bathing facilities, they should do so, but a bath period need not be provided for those who make use of home bathing facilities.
Goal 4: Helps other children report when they do not feel well	Children should learn to help a child who is not feeling well by bringing him to the teacher and telling the teacher that he is sick.
Goal 5: Begins to learn how to protect his eyes and ears	Pupils should be encouraged to move desks away from direct sunlight. Desks should be arranged so that pupils are not facing the light. Children may talk about some things they must do to protect their eyes and ears; such as: We do not rub our eyes. We use our own towel. We do not put any objects in our ears, or pick our ears with sharp things. We let Mother or a nurse remove the wax from our ears.
Goal 6: Buttons his clothes	For those who need help in acquiring this skill, individual practice should be provided on a garment. A child may practice on a garment that is not being worn at the time, then practice on a garment he has on. The child should be commended on his neatness when he keeps his clothing buttoned.
Goal 7: Removes wet clothing	The children may take turns in assisting others to remove their wet shoes and stockings. This may become the subject of a Things We Do or How We Help Others chart. Children may be led to formulate statements about the things they do to help younger children; such as, "We help other children take off wet shoes."

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: Helps other pupils by reminding them to put on wraps when they go outdoors and to remove them when they come inside	Pupils may assist new children with their wraps. This activity may be used to provide an opportunity for conversation. It may furnish subject matter for a What and Who chart. Daily, the teacher and children may decide what is to be done and who is to do it. Children may volunteer by signing their names after certain duties, or they may be appointed by the teacher to perform duties. Such statements as the following may be formulated by the children and placed on a We Help Others chart: We help other children put on their coats. We help other children put on their caps. We help other children button their coats.
Goal 9: Knows his clothing must be kept neat and clean in order to be acceptable to others	Habits of self-appraisal, cleanliness, and good grooming should be formed. It is important for the child to develop pride in his appearance. It may be done through everyday experiences such as having daily inspection to see if clothes are neat and clean. Children may make simple posters of some of the things they can do to help keep their clothing clean. They may cut out pictures of other children participating in activities related to caring for clothes. They may check their appearance before going to the dining room, visiting other classes, attending assemblies, and going to parties.
Goal 10: Remembers to cover coughs and sneezes without being reminded	Some children may still need to be taught to cover coughs and sneezes. Attention should be directed to guiding these children in establishing the habit of doing so. All children should be judiciously commended for adhering to this practice.
Goal 11: Reports any small break in skin or sore, and handles materials correctly *when medication is given*	The child may observe the process of caring for minor cuts and wounds. He may be shown how the bandage is handled to keep it clean. The child may hand the teacher the scissors and medicants to practice handling them properly.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 11: (Continued)	Pupils may place the materials in the First Aid Kit or cabinet. They should learn to help keep the cabinet orderly and clean.
Goal 12: Learns to relax after active play	After active play, children at this level should have an opportunity to relax for a brief period of time. After the rest period, they may stand and stretch. If possible, they should lie down to rest.
Goal 13: Does not put pencils in mouth, and does not exchange gum	Children should learn not to put pencils in the mouth, or chew gum that has been in the mouth of another. Frequent conversation should be practiced about the correct way to use pencils. The teacher should point out that pencils may be dirty, and should not be put in the mouth. The teacher may demonstrate how to chew gum quietly and point out that there are times that are appropriate to chew gum, and other times that are not. Children may talk about how dirty it is to knead gum with the fingers and then replace it in the mouth. Pictures may be used to show the correct and incorrect use of pencils and gum. In talking of the pictures, children may say: I use pencils this way. I do not put pencils in my mouth. I chew new gum.
Goal 14: Keeps steps and walks free of objects and playthings which may cause accidents	Children may view safety films which show what happens if objects and playthings are left on steps or walks. The teacher may encourage them to use their imagination in making pictures of possible accidents that might be caused from falling over objects. A safety chart or poster illustrating accidents can be used to stimulate English, and to keep the children conscious of the hazard.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 15: Practices safety in the use of playground equipment

Playground safety practices should be observed. Additional instruction should be given where it is needed.

Pupils at this level may be encouraged to help new children use playground equipment safely.

Goal 16: Knows that he does not accept gifts and favors from strangers

Children need to begin developing an understanding of "the dangers within his environment." They should learn that danger exists in:

1. Leaving campus without permission.
2. Getting into a car with strangers.
3. Taking candy or other gifts from strangers.
4. Going near dangerous areas without supervision.

Goal 17: Learns basic posture exercises

The teacher should continue with simple posture cues:

1. Heads up
2. Heads high
3. Feet pointing straight ahead
4. Stand tall.

Goal 18: Knows how to play games of low organization involving the use of big muscles

The teacher may use chasing, fleeing, and social games arising from the desire for activity and the hunting and protective responses, all of which have the "it" and "tag" element. Combinations of hunting, chasing, striking, tagging, dodging, hiding, and fleeing activities are helpful.

Goal 19: Develops and practices skills in active movements such as climbing, throwing, catching, kicking, pushing, pulling, hanging, and carrying

Stunts and self-testing activities provide an excellent form of exercise, are easily organized for practice, and are adaptable to many age levels. "Follow the Leader" is a good stunt developer.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 19: (Continued)

Sample Language Implications Related to this Goal

Example: What did you do outdoors?

I climbed on the jungle gym.
I threw the ball.
I caught the ball.
I kicked the ball.
I pulled the wagon.
I went down the slide.
[Name] and I ran a race.

Goal 20: Plays outside when weather permits instead of loitering inside

Children may enjoy outside play more if their teacher plays with them some of the time. If the teacher can plan outside play periods which provide satisfaction and enjoyment for children, they may be more willing to play out-of-doors.

Goal 21: Practices safety rules for riding buses, automobiles, and pickups

Children may run, then stop suddenly, and be guided in comparing this situation to a vehicle making a sudden stop.

The teacher may pull and stop a wagon filled with standing blocks to demonstrate the importance of sitting down while riding in a vehicle. Children should observe that blocks fall as the wagon is pulled around a curve or stops suddenly.

Goal 22: Respects the School Patrol and Traffic Officer

The role of the School Patrol and Traffic Officer should be explained to the pupils. Safety walks may be taken with stress being placed on proper pedestrian behavior. A member of the School Patrol may be invited to explain his responsibilities.

Goal 23: Learns that water can be harmful

The teacher may formulate rules for safe swimming and boating for children to talk about. The teacher may read and discuss articles regarding water

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 23: (Continued)

tragedies. In some areas children should learn safety rules regarding frozen bodies of water.

They need to learn, too, that some water is not safe to drink.

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BEGINNERS

SCIENCE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows that plants and animals live and grow

The teacher's objective for this goal is to guide children in developing the concepts that:

1. Plants grow.
2. They change with the seasons.
3. They grow from seeds, roots, stems, or leaves.
4. Animals grow.
5. They change as they grow.

With teacher supervision the children may:

1. Gather and plant seeds.
2. Sprout seeds in glass, cotton, or blotters to observe growth.
3. Put cuttings in a glass container of water to observe sprouting.
4. Gather vegetables to eat from a garden.
5. Note difference in sizes of a vegetable such as carrots.
6. Experiment with seeds to see how deep they should be planted.
7. Observe continual growth of some of common plants used for food in the community.
8. Note that some plants live through the winter and grow from year to year.
9. Care for classroom pets.
10. Watch eggs hatch.
11. Visit a farm or zoo.
12. Model or draw animals.

<u>Sample Language Implications Related to this Goal</u>

This is a plant.
The leaves are green.
We water it every day.
We keep it in the sunshine.
The plant grows.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: Knows the names of some common plants and animals in his environment	The children may collect and talk about plants found near the school. They may talk about familiar animals. They may take a walk and name plants and animals seen. They may make a scrapbook of plants and animals familiar to them.
Goal 3: Knows that some animals are pets, others useful, and that still others are wild animals	Under teacher guidance, the children may make booklets and charts of different types of common animals. Films, filmstrips, and picture books should be used to familiarize children with animals which are pets, with those which are useful, and with wild animals. A zoo and/or farm may be visited.
Goal 4: Knows that the earth is made of land and water, and that air is all around it	Children should begin to develop the concept that air is everywhere. To do so they may: Observe and talk about clouds and the weather. Visit an airport. Learn simple songs about the wind, water, and flying. View films which are related to land and water. Practice sentence patterns related to developing an understanding of land and water.
Goal 5: Knows what kind of day it is: cloudy, warm, rainy, snowy, windy	As part of opening exercises, the teacher may call attention to daily weather conditions and guide children in developing simple sentences about the weather. A weather calendar may be kept.
Goal 6: Knows that machines help us work easily and quickly	An understanding that machines help one to work more easily and quickly may be developed by having children carry something, then move it in a wheelbarrow or wagon. Pupils should have experiences with toys that come apart and can be put together. They should play with mechanical toys and talk about them. The teacher should encourage children to talk about machines they have at home.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: Understands that the sun, moon, and stars are far away

Natural curiosity may be stimulated by questions such as "Where does the sun go, when it goes down?" The child can observe that clouds come between the earth and the sun and that the sun and moon seem to follow him wherever he goes. By observing and talking about this with the teacher, and an interpreter, if necessary, the child may acquire basic scientific ideas about the universe.

Goal 8: Becomes aware of airplanes, rockets, satellites, and "sonic booms"

Children may:

Take a field trip to the airport.
Make airplane picture books.
Observe airplanes and jet trails in the sky.
Listen for "sonic booms."
Make airplanes of clay.

Goal 9: Knows the basic principles that govern night and day

Through a variety of experiences, the teacher may guide children in developing a concept of day and night. Sentences relative to day and night should be formed and practiced. Stories about day and night may be read to the children.

LEVEL ONE

SCIENCE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows ways in which plants and animals are alike and different

Children need to know the English names of animals.

To reinforce recognition, they may make animal picture books, model native animals in clay, and make jointed animal puppets of cardboard.

From pictures of cows, sheep, horses, rabbits, and chickens, children may tell that:

1. A cow gives milk.
2. A chicken gives us eggs.
3. A cow gives us meat.
4. A sheep gives us wool.
5. A horse works for us.

Children may take trips to a dairy, a poultry house, and a barn to observe different animals. Children may build representations of a dairy and a poultry lot with blocks, and stock them with clay models of the animals.

Posters may be used to show animals that give food, animals that help with work, and animals that give fur and wool.

Field trips may be taken to become acquainted with plants.

The children may collect samples of small plants for a display. The name of the plant may be written under each sample. The child should be able to recognize the most common trees, garden plants, wild plants, and flowers. Posters and charts illustrating the common trees, flowers, and plants of the community may be made and used to reinforce recognition.

The teacher should stress kindness in the care of all insects or living creatures that are brought to school.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued:)

Suitable places should be provided to keep collections; e.g., old birds' nests, nuts, pine cones, cacti. Children may be guided in arranging their collections artistically with a few things displayed at one time against a suitable background.

Different foods commonly used in the community; such as, carrots, turnips, potatoes, lettuce, beans, and spinach, may be brought to the classroom to show examples of roots, leaves, stems, and seeds we eat. Children may draw pictures of these plants showing the part eaten. A chart may be made to show what part of the plant is eaten, such as:

1. We eat the root of the turnip plant.
2. Sometimes we eat the leaves of the turnip plant.
3. We eat the root of the carrot plant.
4. We eat the stem and leaves of the spinach plant.

The teacher should guide children in discovering ways in which plants and animals are alike and in which they are different.

Goal 2: Understands basic needs of plants and animals for each other

Children may be guided in determining what plants animals eat.

They may select some animals for classroom pets that eat different kinds of plants.

Children may care for a window garden to learn what care plants need for growth.

Goal 3: Knows air occupies space and is all around us, but cannot be seen

Children may:

1. Observe an electric fan blowing objects and feel air blowing against them.
2. Blow up balloons and bags with air to make them hold their shape.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

3. Make pin wheels to observe that air makes them move.
4. Go outside and watch the clouds as they move across the sky and change their form.

Sample Language Implications Related to this Goal

Example: Children may tell what they observed in an experiment in which a cork supporting a small piece of paper is floated in a dish of water and an empty glass is used to push the cork to the bottom of the dish.

Something was in the glass.
It kept the water out of the glass.
It pushed the cork to the bottom.
Air was in the glass.
Air kept the water out of the glass.
Air pushed the cork to the bottom.

Goal 4: Understands that there are weather changes and there are four seasons

Children may be encouraged to talk about types of weather they have experienced; such as, a sudden storm, snowfall, wind, or very hot or dry weather. Concepts of a storm, snowfall, rainfall, wind, heat, and dry weather may be extended by pictures. Children may sing songs about the weather.

Day-to-day weather changes may be observed, and a record with charts and pictures may be kept as the year progresses. Concepts of spring, summer, autumn, and winter may be developed through pictures, songs, observing holidays, and talking about the effect of seasons on the way people dress, work, and play.

Pupils may observe plants in autumn and spring to note the changes that take place. They may collect different seeds of plants in the community in the fall, and observe them, both with and without the aid of a magnifying glass. They may collect falling leaves from different plants and draw or trace

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

around them to note shape and size. Charts may be composed; such as:

The leaves are falling.
The plants are going to sleep.
They will wake up in the spring.

Children may mark on the calendar the month when the plants go to sleep. When the plants wake up in the spring, they may turn back to count how many months or days they were asleep. They may make drawings, murals, and charts of plants in the autumn and in the spring.

Goal 5: Understands how the wheel and inclined plane are time savers and helpers

The children may construct an inclined plane or ramp. Children may observe in the school and community how ramps or inclined planes are used so that work becomes easier and time is saved. They may experience moving loaded toy trucks or wheelbarrows up and down an inclined plane.

As an outgrowth of experiences, children may paint pictures and dictate captions showing how adults as well as children use inclined planes.

As children play, there are opportunities to observe how they apply what they have learned about this simple machine.

The concept of the wheel may be further developed with toys such as tricycles and wagons. The children may be led to observe that inclined planes and wheels often are used together.

Goal 6: Understands that sounds are produced in different ways

Many sounds are within the experiences of children. These experiences can be extended by the use of simple musical instruments - percussion, wind, and string. Children may be helped to recognize working sounds and playing sounds.

Children enjoy whistles and bells, and may dramatize the sounds of these.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: Understands that sound travels

Pupils may:

1. Construct a telephone with cups and string.
2. Make noises and listen for an echo in an empty room.
3. Watch lightning and count, to note the interval before they hear the thunder.

Goal 8: Knows that the sun is very big and gives light and heat to the earth

The children should be encouraged to watch the sky and note that there are changes in the sky even during short periods of time. They may notice that clouds make shadows and that the sun is not shining when it is cloudy. They may make shadows and note that shadows change shape during the day. They may observe that water in a pan will become warm in the sunshine and that sunshine is warmer than shade.

To help develop the concept that the sun appears small because it is so far away, children may observe that a school bus looks smaller when it is far away, and larger when they are close to it.

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NUMBER CONCEPTS

BEGINNERS

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Develops a concept of cardinal numbers

Children should be provided with many experiences through which they may develop concepts of cardinal numbers from the number property of sets - in other words, to establish the idea of "one," "two," and so on.

The teacher should make use of every opportunity for purposeful counting from one to ten; such as:

1. Materials to be used.
2. Plates needed for the table.
3. Objects in a picture.
4. Books on a table.
5. Windows in a room.
6. Doors in a room.

Pupils may sing number songs such as Ten Little Indians; One, Two, Buckle My Shoe; and play games in which counting is involved.

Children should match groups of objects with number names to develop understanding of one-to-one correspondence. Many different objects should be grouped in various combinations through a total of six. Number symbols are not introduced at this level.

The teacher should use many expressions to develop concepts of cardinal numbers. Examples are:

1. How many in this line?
2. Which groups are threes?
3. Show all the fours (meaning grouped objects).
4. Put the same number in each.
5. Find two groups that are the same.
6. How many more in this line?
7. How many more do we need?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

Pupils should become acquainted with the clock.

Sample Language Implications Related to this Goal

I have

one pencil
two books
three crayons
four blocks
...

Goal 2: Develops a concept of ordinal numbers through third

The teacher should use every opportunity which presents itself to develop concepts of ordinal numbers. Questions similar to the following may help children acquire an understanding of ordinal numbers and the terms which represent them.

Who is first in line?
What shall we do first today? Second?

Pupils should practice sentence patterns such as:

John is first.
Mary is second.
Tom is third.

Goal 3: Identifies and knows relative value of a penny, a nickel, and a dime

The children should learn to recognize a penny, a nickel, and a dime by observing and handling these coins.

Pupils may engage in such activities as gathering and selling nuts, flowers, and vegetable seeds in order to handle money. They should make purchases with the money they receive.

Toy money may be used in play activities after the children have become acquainted with a penny, nickel, and dime.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: Uses correctly the following terms of measurement: all, many, more, none, little, big, short, tall, long, and less	Children may handle, compare, and observe objects and materials in various quantities and sizes, such as a little block, many blocks, some blocks, a long string. They may observe tall trees and short trees, tall people and short people.

NUMBER CONCEPTS

LEVEL ONE

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Learns that numerals are symbols for numbers	Children's concepts of numbers through six should be evaluated. On the basis of their understanding of these numbers, numerical symbols for them may be introduced. As concepts of numbers are extended, the recognition of numerical symbols for them may be extended.
Goal 2: Learns and uses ordinal numbers fourth through tenth	Purposeful activities should be engaged in to help children extend their understanding of ordinal numbers. A variety of questions and statements including the use of ordinal numbers should be presented for reception and for practice. In planning the day's work, in organizing play, in studying pictures, and in evaluating the day's work, children may be provided opportunities to establish an understanding of new ordinal numbers and reinforce concepts of those already learned.
Goal 3: Groups objects in various combinations	Children should be provided with many occasions for grouping things such as seeds for planting, sheets of paper for drawing and writing, crayons, boxes, and other materials. Much time should be devoted to handling and grouping actual objects to develop meaning. Certain modifications of a domino game using cards with dots on them give additional practice in grouping. (Refer to Beginners Level for additional suggestions.) Care must be exercised to develop valid concepts of number before formally introducing addition and subtraction. Practice should be provided in grouping and regrouping objects for the purpose of building a foundation for understanding the commutative property of addition.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Develops concept of addition and subtraction through joining and disjoining sets in which the sum or difference involves one-digit numbers

The need for children to have many experiences with grouping objects and recognizing the number symbol which represents the number of objects in the group cannot be over-emphasized at this point.

Much experience in joining groups or sets may assist in the intuitive development of the concept of addition and in children gradually arriving at an understanding of the meaning of combinations; such as, 2 and 3 are 5.

Using the same technique, subtraction concepts should be developed.

Goal 5: Understands the set of whole numbers through 100

The teacher should select and make use of activities which provide a real purpose or need for counting to 100.

Children may count actual objects; such as, windows, doors, paper, pencils, seats needed for a reading circle, knives and forks when they are being used or put away, and boys and girls present or absent. They may count the number of days on the calendar until birthdays or specific events. Pupils may count the skips in skipping the rope or number of times they can bounce a ball without missing. After the child has had much practice in counting objects, he may count by rote.

Many experiences should be provided for children in which they have a real need to write numerals up to 100. The formation of each numeral should be taught, and the teacher should supervise the child's writing of it until he knows where to begin and the proper strokes to make for the formation of each numeral to 100. After the child has learned to make the figures to 100, a large chart may be placed before the group on which each number is written with a red dot to show where to begin and arrows in black to indicate the direction of each stroke.

Learning numerals in and out of consecutive order may help children in finding pages in a book. They may:

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

1. Write the numeral that comes after ___.
2. Write the numeral that comes before ___.
3. Write the numeral(s) that come(s) between ___ and ___.

A number line should be used for counting and ordering whole numbers.

Goal 6: Makes change for a nickel with pennies, and for a dime with nickels and/or pennies

Many experiences should be provided for the child to handle money. A valuable activity for this grade might be a small post office in which post cards and stamps are sold to other grades. This would give the child an opportunity to handle small change as well as to recognize various stamps. Children may be helped to plan and give a puppet show or a circus. They might make popcorn and sell it at the show.

The teacher should plan as many simple activities as possible so the child will have an opportunity to handle money. After the child has handled money he may use play money.

Sample Language Implications Related to this Goal

Child A: I need some pennies.
Child B: What do you have?
Child A: I have a nickel.
Child B: Here are five pennies for your nickel.

Child A: I need some pennies.
Child B: What do you have?
Child A: I have a dime.
Child B: Here are five pennies and one nickel for your dime.

Child A: I need some nickels.
Child B: What do you have?
Child A: I have a dime.
Child B: Here are two nickels for your dime.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: Solves simple number problems that grow out of everyday experiences

In order to develop the ability to think through a problem, the teacher should present situations in the form of problems.

He should frequently pose such problems as the following for the child to solve:

> We need four chairs to make the train for our stage and six chairs for the group to sit on. How many chairs must we get?

Classroom, play, and home experiences should be utilized for problem solving.

Goal 8: Uses correctly the following: some, enough, more, again, there, circle, straight, line, curve, morning, afternoon, evening, noon, today, yesterday, tomorrow, now

After the child has met each of these terms in actual situations, he may draw those which can be pictured; such as, <u>circle</u> or <u>straight line</u>. <u>Today</u>, <u>yesterday</u>, <u>tomorrow</u>, and <u>now</u> can be used in talking about activities carried on.

Some of the terms may be used in giving or following directions; such as, making a <u>circle</u> for games, getting <u>some</u> of the clay, placing the blocks <u>there</u>.

Some of the terms may be used in constructing charts; such as:

> We eat lunch at <u>noon</u>.
> We clean the room in the <u>afternoon</u>.
> We feed the rabbit in the <u>morning</u>.

Goal 9: Tells time by hours

From a chart, the child may read the time on the hour when he comes to school, when he goes for lunch, or when he goes home. The children may move the hands of a toy clock to different hours and then read the time the hands indicate. To develop readiness for reading time in smaller intervals, the teacher may call attention to the position of the hands when the child is dismissed for lunch or for recess. Children may get an understanding of

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 9: (Continued)	time through such expressions as: We have five minutes for a story before lunch time. We will go to assembly in ten minutes. A sign on the bulletin board such as the following may be helpful: THE BUS WILL LEAVE FOR THE PICNIC IN TEN MINUTES. On the toy clock face, the children may be shown how the clock will look when it is time to be ready, or to go on the bus.
Goal 10: Measures with cups, yardstick, foot ruler, handfuls, spoonfuls, shovelfuls	Children may measure cups of milk for cocoa; cups of milk in a quart of milk; a teaspoon of sugar for each cup of cocoa; a handful of seeds, marbles or earth; a shovelful of earth or sand. They may use a foot ruler to see how much string is needed to go around a package, how long to cut the paper for a poster, chart, or mural. The child may guess how long a certain piece of string is, how many handfuls of seed in a container, or how many cups or glasses of water in a jar, and then measure to check the accuracy of his estimate.

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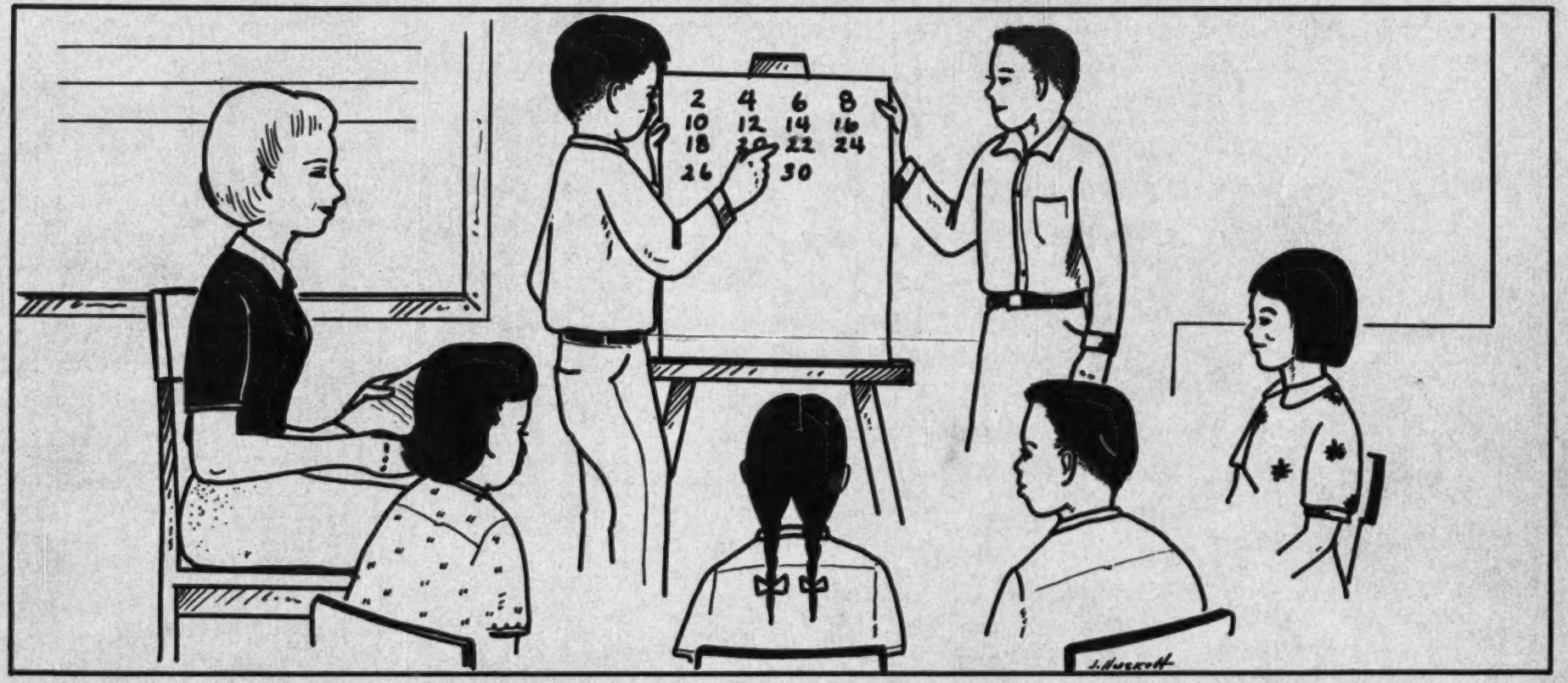
BASIC GOALS FOR ELEMENTARY CHILDREN



LEVELS TWO AND THREE

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BASIC GOALS

for

ELEMENTARY CHILDREN

LEVELS TWO and THREE

VOLUME II

Prepared by
Bureau of Indian Affairs

1966

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I N T R O D U C T I O N

Bureau teachers, counselors, administrators, education specialists, and others interested in Indian education, long have been engaged in developing and revising guides based on needs and common experiences of Indian children to provide a framework for planning curriculums. A committee of educators from eight Areas and the Central Office, prepared this 1966 revision of the guides, Basic Goals for Elementary Children, composed of four volumes, and a scope and sequence chart in three sections. Acting as consultants to the committee, for varying lengths of time, were two tribal councilmen and two linguists, one of the latter from the Bureau and one from the Center for Applied Linguistics.

Basic Goals for Elementary Children, from the beginners level through the eighth, are guides only, to be used by teachers and other staff members in planning and organizing curriculum to meet the specific needs and interests of the children of their schools. The structured content reflects concepts, attitudes, and skills believed to be realistic and essential for Indian children to acquire in order that they may cope adequately with their environment and further their education.

These guides are not intended to be restrictive nor limiting, nor to be the final word in Bureau elementary curriculum. School staffs are urged to use them, to examine them for strengths and weaknesses, and to determine needed changes in content and format for future revisions.

In developing the guides, much effort has been put forth to indicate and to suggest learning content at each level, which will prepare Indian children to compete favorably with their peers in other school situations, which is compatible with the maturity of the children, and which takes into account both the rich cultural heritage of the children and their unfamiliarity with culture groups other than their own.

Throughout the total framework of the Basic Goals for Elementary Children, from the beginning year through the eighth level, there can be traced many important themes or basic concepts that should be developed with children as they progress through the years. Such structuring and sequencing of content gives direction to planning and organizing the local curriculum, yet permits much freedom for varying the emphases to accommodate the needs and interests of children of any particular school.

School staffs and individuals will find various ways to use the guides in their curriculum work. Some committees may find it helpful in using the three sections of the chart and the manuals to begin by:

1. Identifying an important theme, tracing it from the beginner through the eighth levels, or occasionally reversing the order and naming the theme appropriately.

2. Setting aside, for working purposes, goals in each level which reflect this theme and using these goals to serve as the nuclei of teaching units at each level.

Skillful development of these units with the children at each level will help them to deepen and extend their experiences, insights, understanding and skills, and advance their development of concepts related to a particular theme.

Another approach might be to:

1. Clearly identify, without referring to the guides, an important concept which teachers and parents believe children should develop.

2. Study the chart to determine if this concept can be traced from level to level; record the goals that manifest this concept or theme; write in additional goals that are needed to help guide the children in exploration and concept development.

3. Use relevant goals at each level as the nucleus for unit development. At times a single goal may be broad enough for the nucleus around which a great deal of learning can be acquired. More often, related goals may be selected from the various learning areas and clustered to form the nucleus of a unit.

The suggestions on activities, techniques, and bibliographies are not assumed to be exhaustive in any instance. While many good suggestions have been made, they must through necessity be limited in these guides. These are offered to help the teacher get started. It is expected that he will make additions and deletions to better achieve his purposes. Teachers will note changes in the format of the Basic Goals. Currently there are four volumes. The goals are arranged within content fields and a carefully prepared bibliography follows each subject area in each volume. These changes came about as a result of committee work in which individuals worked in the areas of their greatest competence and submitted goals by areas and levels. It is hoped that the more compact volumes with easy, ready reference, and useful bibliographies, may offset some apparent disadvantages such as fragmentation of goals, which makes it difficult to recognize flow from level to level and from subject area to subject area.

To function in English, the language of the school, Indian children must be able to communicate in English. To communicate in English requires mastery of language items to the extent that they can be produced spontaneously and automatically in correct context.

Communication in English involves real responses to real situations. For the Indian child coming to school speaking little or no English, or substandard English, his responses are an outgrowth of learning and the application of pre-arranged pattern drills. Time and effort must be devoted both to the sequential and structural practice of English and to the use of this English in other subject areas.

No attempt has been made in this guide to develop a structured sequence for the teaching of English as a second language. However, a number of suggestions appear for the use of situational or functional English. In addition to suggestions in Speaking, sample language implications appear at each level and in each subject to indicate how there may be carryover of patterns learned, or being learned, into all areas of work. Patterns developed through sequential practice should be related to children's activities and experiences such as those in the dining room, the dormitories, and on the playground. To have a quality program in English as a second language, emphasis must be placed on communicating in English throughout the school day.

BUREAU EDUCATIONAL PHILOSOPHY

The basic philosophy of the Bureau of Indian Affairs encompasses the belief that all Indian children must have the opportunity to realize their full potential and to become useful members of society.

The great explosion of knowledge demands from each child independence and self-initiative. To facilitate ongoing and independent learning, teachers should have access to widespread and well-organized materials and services. They should bend their energies toward developing attitudes of discovery, problem-solving, research, and experimentation leading to creative and critical thinking. More specifically, the Bureau objectives for Indian education are as follows:

A. To provide a climate conducive to aesthetic, social, and intellectual development

B. To develop communication skills

C. To develop and maintain sound health of body and mind

D. To develop a feeling of belonging, a feeling of importance, and a sense of security coincident to an adequate self-image in both the Indian and non-Indian society

E. To maintain pride in Indian heritage and to develop awareness, understanding, and respect for other cultures

F. To develop a code of values acceptable to the student and to the society in which he lives; and to motivate in him a desire to practice it

G. To develop economic competency

H. To develop an inquiring mind.

G U I D A N C E

L E V E L T W O

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Shows self-control in many situations

The outcome of this goal is to gain the self-concept: "I can control myself." This, too, is a goal which can be implemented throughout the day in many routine activities with such standards as:

I can control myself when I am angry.
When I think of hitting someone, I control myself.
I do not hurt another person when I am angry.
When I am very happy, I do not disturb others with my laughter.
I may feel like running, but I control myself instead, and walk quietly.

Goal 2: Initiates actions to help new pupils and visitors feel welcome

There will be occasions when new pupils are admitted to school. When a new pupil enters, the teacher should introduce him to the group, telling them where he has gone to school before coming to this class. He may then say, "John, you may help Frank today. Show him we are happy that he came to our school."

With the group, the teacher may discuss what should be done to make new pupils feel happy. Out of such a discussion should grow some of the following standards:

1. We show new pupils where to get books, paper, crayons and pencils.
2. We show new pupils where to put coats and caps.
3. We show new pupils where to get a drink.
4. We ask new pupils to play with us.

These standards should be placed on a chart where they may be read or referred to frequently. When a member of the group acts unfriendly toward a new pupil, that member should be privately referred to the chart to review the standards of behavior toward new pupils.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

It is well to let children have the experience of greeting people at the door. Children may take turns in serving as classroom hosts or hostesses. They should be taught to greet the visitor with "Good morning" or "Good afternoon" and then say to the visitor, "Please have a chair." In quiet tones they should inquire, "Would you like to see some of our work?" or "Would you like to listen to us?" Children may show the visitor pets, written work, and charts, or allow him to listen to the class in progress.

If the visitor is not acquainted with the teacher, he is introduced.

Standards of behavior in entertaining visitors should be discussed with the group. After the group has decided upon the proper standards, those standards should be written on a chart, and referred to frequently.

Goal 3: Begins most tasks, in play or work, with minimum supervision

The child has been guided at Level One in beginning his work promptly. Even though a child begins promptly, he may linger over his work and thus take more time than is necessary to finish a piece of work. Until habits of industry are established, the teacher should work frequently with the group on carrying out activities without wasting time, and guide them in formulating standards such as:

1. We begin our work promptly
2. We do our work well.

After the child has finished, he should evaluate his work, and if he has met standards, he should be permitted to engage in an activity of his own choosing such as using the easel to paint, carving soap figures, or reading interesting story books. Anticipating the privilege of engaging in an interesting activity of his own choosing often spurs a child on, so that he doesn't trifle over his work. Such positive measures are much more fruitful of desirable results than teacher admonitions or scolding.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Helps to plan for and to carry out his share of routine school tasks

Making a youngster feel useful encourages a healthy attitude toward work. The alert teacher should:

1. Watch for a child's first attempts to help others or to do things for himself, and encourage these attempts.
2. Praise a child for trying to help.
3. Avoid criticizing or condemning poor results, but gradually and tactfully steer the child toward better results.
4. Plan routine duties so that all pupils have opportunities to perform routine tasks.
5. Display enjoyment of work.
6. Begin to develop respect for the dignity of work.

Goal 5: Shows growth in managing and using materials, supplies, and building facilities

The child has been taught during the Beginner Level and Level One that orderliness is a part of his routine. He has been guided in keeping supplies in order, putting away materials in order after use, handling clay and paint without mess, and in cleaning up after himself or his group when a piece of work is finished. Some children will now need a minimum of guidance in this area. For those who need further help, the teacher and group may discuss how untidy desks spoil the appearance of the room; how it takes longer to find things in a disorderly desk, and how it keeps one from beginning his work promptly. Following such discussion, a set of standards should be formulated and placed on a chart; e.g., <u>We keep our desks clean and in order.</u> The child who fails to meet a standard may be reminded by having him read the chart, and evaluate his performance in terms of the standard listed on it.

Much of the scratching or marking on furniture is done because of lack of something better to do. Children will use their hands, either destructively or constructively. The teacher who sees that the hands are busy with constructive activities has less difficulty with this problem. Respect for furniture should be developed by encouraging the children to participate, as far as their abilities will allow, in making their room attractive. If it

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

is necessary to stand on a chair to reach something, as a child this age will sometimes need to do, first have him remove his shoes, or put a paper on the chair to protect the surface.

The teacher may also discuss and set standards with the group about keeping hands off the walls. He may point out the reasons for keeping away from flower beds and plants and stress reasons for refraining from spitting on walks.

Sample Language Implications for this Goal

When [is / are] [Name / he / she / you] going to [sweep / erase the board / water the plants / feed the fish / dust] ?

I'm going to [sweep / erase the board / water the plants / feed the fish / dust] on [Monday / Tuesday / Wednesday / Thursday / Friday] .

Goal 6: Shows growth in proper care of property

The teacher should guide children in assuming responsibility for reporting property that needs repair; help them to set standards for the care of property; and review proper methods for handling books.

G U I D A N C E

L E V E L T H R E E

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Understands he can be a contributing group member	At former levels, the pupil has been aided in belonging to the group. Assuming that this has been accomplished, the next step is that of contributing to, rather than being a passive member of, the group. The teacher can implement this goal throughout the school day by encouraging not only participation in, but also an aggressive contribution to, the group activity. If a pupil can begin to develop aggressive interaction at this level, he may not lapse into an ineffective passiveness at a later level. He must be helped to feel that he is worthy of contribution, that he has value, and that his opinion is worthwhile. /Bauer (1), Smith (14), and Weitz (18).
Goal 2: Understands he is a capable person	This, too, is an attitude or self-concept which is not to be taught, or learned, as a single isolated fact, but is to be stressed and interwoven through the social studies curriculum, through emphasis on the cultural heritage of the child, through the fine arts, and through physical fitness classes. The point to be gained is: "I may not be capable in all of these areas; but like all people, I am capable in something. I am the best, the biggest, or the fastest in something." Achievement at this level may go a long way in helping the child to be a more effective and self-actualizing individual as he proceeds to higher levels.
Goal 3: Plays and works unsupervised at least a part of every day	This goal implies that children have been taught a sufficient number of games to choose from, and that they have played these games often enough to know the procedure and rules. It also implies that children have had some experience in helping to set up standards for playground behavior, and in evaluating their behavior as a group. At this level, children can be expected to start playing group games without the teacher. This does not mean that there need be no adult on the playground. For safety reasons, adult supervision is necessary. /Foster (6), and Slobodkin (12), (13).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Assumes some personal responsibility in completing work tasks promptly and in cooperating with others in play

Each day affords opportunities to meet this goal, including such activities as playing games in the classroom, dormitory, or on the playground.

Children should be drawn into duscussions concerning kinds of conduct necessary in unsupervised play, at parties, and on trips, and helped to set standards for behavior in these situations. A short period of evaluation of their progress in such activities helps children to build pride in their achievements; to recognize instances that do not meet their standards; and to revise plans for achieving success in future activities. /Foster (6), Slobodkin (12), (13), and Udry (15).

Sample Language Implications Related to this Goal

Situation: Two pupils are giving out equipment as children are going outdoors to play.

Child A: [Name] and I are going to play on the swings.
Child B: [Name] and I want to jump rope.
Child C: Give [Name] and me the jump rope.
Child B: Who wants to jump rope? Come on.
Child D: We want to play dodge ball.
Child E: We need the bat and ball.
Child C: Give [Name] and [Name] the bat and ball.
Child E: Who's going to play ball with us?

Goal 5: Extends ability to make choices

Each child needs practice in making intelligent choices, again and again and again. The effective teacher can be ever alert to giving each child opportunities to make choices and to guiding him to face the consequences of his choices. /Weitz (18).

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 6: Begins work promptly with little supervision	Standards of previous levels pertaining to time should be reviewed. The child, with the help of the teacher, can set standards for work habits. Work habits should be evaluated to determine if the standards have been met. Bulletin boards with stories, drawings, and pictures showing good work habits may be prepared. /Bauer (1), Bendick (2), Foster (6), and Ziner (19).
Goal 7: Learns that rewards result from successful accomplishments	Children tend to do that which makes them comfortable and avoid doing that which makes them uncomfortable. However, as soon as they begin to relate accomplishments with rewards, they may be motivated toward achievements even though they may be in uncomfortable stress. It is not always possible nor desirable to use material rewards to develop this concept, so the teacher must use praise intelligently as a reward. The teacher should know which tribes react negatively to praise and should be aware that this is a cultural trait for some. The teacher should continue in his attempts to develop a favorable attitude toward work.
Goal 8: Shows improvement in neatness, orderliness, and courtesy in sharing materials	Clean, neat, and orderly work, on a non-compulsive basis, should be encouraged by the teacher, as this is desirable in our society. Sharing materials and showing respect for the work and rights of others are essential work habits. /Slobodkin (12), (13), and Udry (15).
Goal 9: Avoids marring school furniture, walls, and buildings	Furniture and equipment in school rooms, as well as in other areas of the campus, should be observed and findings reported. Together, teacher and pupils may set standards for the care of public and private property. Group and individual responsibilities should be determined.

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LEVEL TWO

SOCIAL STUDIES

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows there are various ways people communicate

Children need to begin to develop an understanding of the importance and necessity of communication in the world in which we live today. They may study the following ways of communicating:

1. Talking - correlate with oral language.
2. Signaling - discuss and demonstrate ways Indians communicated (drums, smoke signals, sign language).
3. Writing letters - write and mail a letter and use a map to trace it to its destination. Discuss why postage is necessary and make a collection of stamps. List ways in which children can help the postman.
4. Telephoning - provide opportunities for children to make a telephone call. Emphasize proper etiquette.
5. Newspapers, books and magazines - talk about these as types of communication.
6. Telegrams - develop simple concept of telegram.
7. Radio - discuss radio programs and report news stories heard on radio.
8. Television - assign special television programs for children to watch and to report on.

After studying about various ways people communicate, the children may plan and make a mural portraying the information they acquired.

Goal 2: Becomes acquainted with simple maps of his classroom, playground, neighborhood, and community through making and interpreting maps

Through a study of their classroom, through walks around the school, and through field trips within the community, children may develop a broader understanding of their physical environment. As children visit various places in their community, or in a nearby community, they should become cognizant of the function of such institutions as the church, post office, bank, and store. Filmstrips, films, and pictures should be used to reinforce these concepts.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: (Continued)	After children have been on walks and trips, through the use of dramatization and props, they may be guided in making simple maps. Later they may draw rudimentary maps of their classroom or community, using symbols which have meaning to them. To introduce physical maps, the teacher may help children make a map on a sand table or in a large box of sand, to show physical features related to their environment.
Goal 3: Knows some of the different kinds of work carried on in the community and associates individuals with each kind of work	Pupils should talk about the different workers in the community and tell of the kind of work each does. They may tell how workers help each other and what some do with the things they make or raise. Visits may be made to such places as the hospital, shop, post office, trading post, dairy barn, farm, the home of a woman making baskets, or the place where any other work is done. Letters, dictated to the teacher by the children, may be written to ask permission to make the visit, and thank-you notes should be written after the visit. Charts, booklets, posters, and friezes depicting what was seen may be made to strengthen concepts being developed.
Goal 4: Identifies some of the types of work that are traditional in his own culture and kinds acquired through contact with other people	An older member of the community may be invited to tell the class about traditional types of work carried on by his people, and a younger member of the community may be asked to tell about types of work that have been learned from other people. Children may take field trips to see different types of work in progress. The teacher may develop with the class simple experience stories about such subjects as: Work My Grandfather Does. Work My Father Does. The children may illustrate their stories. Older members of the community may act as resource persons.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: (Continued)	The class may make a collection of tools used in the traditional world of work, and a collection of pictures of modern tools and equipment being used in the community. The children may draw illustrations of both traditional and modern tools which they have seen used. They should tell about their pictures.
Goal 5: Understands that his family and the school both have certain responsibilities for him; that some responsibilities are shared by both; that he has certain responsibilities, which he can identify, toward his family and the school	Through discussion with the child, an understanding of his responsibilities at school should be established. The teacher may develop with pupils an understanding of their responsibilities at home. They may talk about things their fathers and mothers do for them, with stress on such activities as daily preparation of meals, provision and care of clothing, and supervision when they are not in school. Pupils may engage in role playing to portray those activities which properly belong in the home and those which belong in the school. Children may make picture albums showing home activities and school activities. The teacher may develop with pupils such topics as: Things I Do at Home. Things My Father Does for Me. Things My Mother Does for Me.
Goal 6: Begins to develop appreciation for differences in family patterns in other cultures	Children may: 1. Study and discuss pictures of family groups in other cultures such as Japanese and Spanish. 2. Listen to or read stories about families in other cultures and compare these families with their own.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

3. If families of different cultures live in the community, pupils may invite them to visit. They may compare their family patterns with their own.

Goal 7: Understands and discusses how people and things travel from place to place

Children usually are informed concerning local travel. Many of them travel to school on a bus. Now, many Indians on reservations have their own cars or pickups. Some travel in wagons. Others ride horseback. Bicycles are used on some reservations. Through pictures, films, and strips, other modes of travel - plane, train, bus, ship - may be introduced. Pupils may cut out and mount pictures of different modes of travel and tell about them. They may make trains, cars, and busses from cardboard cartons and use them in dramatic play.

Pupils may tell and write stories about trips they have taken.

With the assistance of the teacher they may make illustrated charts showing different means of travel.

Sample Language Implications Related to this Goal

My brother rides a horse.
My family drives a pickup to town.
I ride a bus to school.
My (sister) rode a big bus to (City).
Some people fly in an airplane from (City) to New York City.
A train carries people from (City) to (City).
Ships carry passengers across the ocean.
Airplanes fly across the ocean, too.
Spaceships carry men high above the earth.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: Learns some of the ways in which the heritage of his people has contributed to the lives of others	Activities related to this goal which were introduced at Level One should be reviewed and extended.
Goal 9: Identifies some of the major economic <u>needs</u> and <u>wants</u> of children	At Level One children were introduced to some of their basic needs. These should be reviewed. Children should be led to express themselves to the best of their ability concerning things they believe they need and things they want. The teacher should attempt to develop some understanding of the difference between <u>wants</u> and <u>needs</u>.

SOCIAL STUDIES

LEVEL THREE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows neighboring communities and how they help each other

Generally, a pupil at this level is acquainted with the world about him and is ready to move beyond his immediate community. He needs to learn about people living in other communities. A discussion of places where pupils have visited or lived could serve as an introduction to a unit centered on the neighboring community. The following activities might be developed cooperatively by the children and teacher.

1. Learning names of nearby towns, villages, or cities.
2. Planning a trip to a neighboring community.
3. Tracing a journey on the State map.
4. Making a list of special places to visit while in a community.
5. Discussing and comparing the size, physical features, homes, means of making a living of the community visited with the community in which they live.
6. Making a mural showing how people of the community make a living.
7. Making a booklet of neighboring community helpers.
8. Determining what commodities are found in a neighboring community.
9. Showing how communities are dependent upon one another.
10. Noting some of the things all communities might have.

Goal 2: Compares his way of living today with that of his grandparents' day

Children might talk about some of the things used today to help with work; some of the things used today to make clothing and homes; some of the ways to have fun; some of the ways to send messages to other people; some of the things used for food; some of the ways to get people and materials from place to place. Then they might invite an older person of the community to tell how the Indians lived when he was a boy or how they lived during his parents' early life. In a review of the above items, children may compare the way things were done when grandmother and grandfather were little with the way they are done now.

The teacher should help children understand that many of the things they have today are due to the hard work of their grandparents and parents, and

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

the parents and grandparents of others; and that this is a responsibility that many accept to try to make the country better for others who follow.

Sample Language Implications Related to this Goal

My grandfather and grandmother rode in a wagon, but we ride in a car.
My grandfather and grandmother used candles for light, but we have electric lights.
My grandmother washed clothes in a washtub; we have a washing machine.

Goal 3: Knows significant history connected with outstanding holidays and special days: Columbus Day, Veterans Day, Thanksgiving, Christmas, Lincoln's Birthday, and Washington's Birthday

As each holiday is celebrated during the year, the teacher may make use of the occasion to teach simple history connected with it. Many of the language goals can be related and used in the work done with holidays.

Columbus Day. The teacher may tell in simple story form the facts connected with the discovery of America, omitting much of the detail, but stressing the important points; such as, what Columbus believed about the shape of the earth, where he lived, who helped him get ready for the voyage, how the voyage was made, how long it took, what he found. At this level time will mean little as far as years are concerned, but the teacher can stress that it happened a long time ago. In providing activities to fix some of the ideas, the children may look at pictures showing the ships, the ocean, and the landing. They may make illustrations of their own. The teacher may use the globe in showing where Columbus lived and the voyage he made. Many stories can be found in readers and history books to be read to the children. The children may retell these stories.

Veterans Day. Since this is a national holiday, and is observed in the schools, the teacher should tell the children why it is observed. He can tell them that on this day a big war ended. They may be told that many men gave their lives to protect our country. Children might give the flag salute by standing erect, left hand at side, placing the right hand over the

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

heart and repeating the Pledge of Allegiance in unison. They can learn that the Star Spangled Banner is our country's song. They may listen to it sung by others, or played on a record player. They should be taught to recognize its beginning and to stand as soon as it starts.

Thanksgiving Day. Many stories can be found about the first Thanksgiving. The children may dramatize incidents from the Thanksgiving story. They may find out what new foods the Pilgrims received from the Indians. Pupils may learn that the Pilgrims had to learn to like these new foods just as they have to learn to like new foods. They may find out if the way the Pilgrims and the Indians made friends are ways they can make friends. Pupils may compare the way the Pilgrims dressed with the way people dress today. They may learn how hard the Pilgrims had to work to keep alive.

Christmas. The teacher may tell or read in simple language the story of the First Christmas. The teacher should help children to understand that the spirit of Christmas is the spirit of giving and that joy at Christmastime may come from giving and sharing with others.

Lincoln's Birthday. There are many stories that the teacher can tell or read about Lincoln's boyhood. The teacher may tell the stories and the children may retell or write them, or dramatize them, or make murals and illustrations. Throughout all the teaching, the fact should be stressed that Lincoln worked hard to make a living, that he was honest, and that he helped to make our country a good country.

Washington's Birthday. The children should be taught that our country has a birthday and that its birthday is July 4. When the new country was made, it was named the United States. The new country needed a president. The people chose George Washington to be the first President of the United States. The President today is _____. Any activity appropriate to the day and on the ability level of children of this age may be carried on to establish

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

these understandings. If a program were given, it could include things learned about both Washington and the flag.

Goal 4: Knows about other Indian tribes in the United States and in other parts of the hemisphere

This study should follow that of the child's own tribal group. From the study of their own people, children may acquire an interest in studying other Indian groups and how they live. Their food, shelter, clothing, language, means of travel, amusements and tribal government may be examined. Some of the activities that may be used in a social-studies-centered unit related to other Indian tribes are:

1. Identifying children who represent other tribal groups.
2. On a large outline map of North America, placing pictures of the Plains Indians, Forest Indians, Southwest Indians, Alaskan Indians, and Eskimos, showing area inhabited by each group.
3. Reading and discussing stories about each of these groups.
4. Showing films and filmstrips portraying the way of life of each of these groups.
5. Making comparisons of characteristics of Indian groups and determining how the area inhabited affected their modes of living.
6. Exploring areas or problems pertinent to each tribe.
7. Planning a sand table of a Plains Indian farm.
8. Constructing a Forest Indian scene or village.
9. Building an adobe house.
10. Carving or drawing totem poles.
11. Listening to recordings of Indian music.

Goal 5: Extends his understanding that duties and responsibilities of family members vary in other cultural patterns

Indian children need to continue the study of the family - theirs and that of the culture to which they are being introduced. Stories about families may be read. Films and strips about families should be shown. The teacher should help children extend their comprehension of responsibilities they have to their own families and of some of the responsibilities other children have to their families.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Develops some basic understanding about ways his country educates its people	If possible, field trips may be taken to other schools. It would be helpful in developing an elementary concept of public education if children could visit a public elementary school, or if activities could be planned in which children from a Bureau school and a public school could participate. Exchange assembly probrams might aid in the development of some understanding of the way children are educated. If actual experiences are not possible, films should be shown which relate to school activities. Such films would be valuable, too, for broadening concepts built from concrete experiences.
Goal 7: Understands that in his own culture there are important people whose contributions deserve recognition	Pupils may invite members of the tribal government; teachers, or other professional people who are members of their tribe; and tribal staff members from Welfare, Law and Order, or some other branch of the Federal Government who render service to the community, to visit their class and tell something about their work and how they help people. Children may be able to tell incidents of someone helping them or their families. A concept of service may stem from experiences of helping in the classroom.
Goal 8: Extends and reinforces understanding of maps and globes	Pupils' understanding of maps and the globe and their ability to interpret maps should be inventoried and evaluated. On the basis of this evaluation, map skills should be reinforced and extended. Some children may be ready to be introduced to cardinal directions on the basis of their understanding of right and left, and front and back. Pupils may continue to make simple maps of natural and man-made features of their surroundings. Through a combination of dramatization and discussion, children may be led to an understanding of special relationships of their community or of their school area. To develop a sense of land formations,

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 8: (Continued)	they may make maps on a sand table or in a large, shallow box filled with sand. Some children may be ready for map reading. To build background for map reading, it is suggested that films be shown on making maps. Aerial maps are the easiest to comprehend because they are pictures of actual areas. Picture maps and symbolized maps may be introduced when children have developed sufficient understanding to read them. Children should continue to gain familiarity with the globe, learning to distinguish the continents and the oceans, and the approximate location of their home area.

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LEVEL TWO

MUSIC

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Learns to listen quietly and appreciatively to music played at assemblies

In preparation for listening attentively and imaginatively at music assemblies or at concerts, children may:

1. Note contrasts of loud-soft, high-low, fast-slow, and gay-sad.
2. Point out tone quality, moods, and phrasing.
3. Follow melodic patterns and lines.

If opportunities present themselves, children should be taken to concerts. Pupils may be alerted to what they might listen for in music which may be part of an assembly program. Followup activities related to music children hear at assembly programs may aid them in developing an appreciation for music.

Sample Language Implications Related to this Goal

I went to the band concert.
I listened to the music.
The band played marching music and dancing music.
I liked the [marching / dancing] music best.

Goal 2: Sings songs from many sources, developing a greater range of facility and creativity

New songs which relate to the immediate interest of the pupils, including hymns, songs of everyday experiences, patriotic songs, songs with seasonal themes, humorous ideas, and popular songs should be taught.

Attention should be paid to the vocabulary of the songs. Background should be developed before the song is taught so that it will have meaning for the children. /Landeck (2), Leonhard (4), and Pitts (6).

Goal 3: Begins the transition from rote to note by learning to read music from books

It is suggested that a graded music series be used in teaching note reading. /Landeck (2), Leonhard (4), and Pitts (6).

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: Responds to rhythm	To extend ability to react to rhythm, pupils may practice responding through bodily movement and through chanted verse.
Goal 5: Begins keyboard and string instruction	Children who display special interest or talent may be taught the keyboard or a string instrument.

M U S I C

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens to himself and others for improvement in tone quality, and listens to music for enjoyment

Children may enjoy listening to recordings of their own songs or other musical activities. They should be provided with many opportunities to listen to recordings and to music on radio or television. When possible, they should attend school or public concerts.

Goal 2: Learns to appreciate people through their songs, their customs, and their festivals

Songs may be integrated with social-studies-centered units. There are many good music series published which introduce children to the music and songs of other lands. /Landeck (3), Pitts (5), and Sur (7).

Sample Language Implications Related to this Goal

We have neighbors all around the world.
Our neighbors like to sing and dance.
Canada and Mexico are our neighbors.
We like their songs and dances.
We enjoy "The Igloo," a song from Canada.
We like "Chiapanecaz," a song from Mexico.
The people of Argentina like their farms.
We like "My Farm," a song from Argentina.
We enjoy "My Gondola," a song from Italy.

/Sur (7).

Goal 3: Learns songs which tend to strengthen citizenship, patriotism, and spiritual values

Children should learn to sing and enjoy from memory the first verse of The Star Spangled Banner, America, and America the Beautiful.

Singing Christmas carols may help them develop a spiritual feeling for music. /Landeck (3), Pitts (5), and Sur (7).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Interprets note values

Children may learn to interpret note values by walking to quarter notes and running to eighth notes:

(walk walk walk walk) (run run run run run run run run)

(walk run run walk walk)

/Landeck (3), Pitts (5), and Sur (7).

Goal 5: Performs in a group with simple instruments

Children who have learned to play instruments should have an opportunity to play in programs or at other group gatherings.

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LANGUAGE ARTS - LISTENING

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Discovers and identifies new ideas

The teacher may ask a question and read a brief selection that contains the answer. Pupils may then be guided in discovering the answer. A filmstrip may be used for the same purpose.

Goal 2: Listens to all parts of a word and notes syllable stress

Placing proper stress on some words may be difficult for some pupils. If such difficulty is observed, the teacher should work individually with these children. Using the words with which they are having a problem pronouncing, he may place special emphasis on the stressed syllables and have the children repeat the words. They should then be mimicked with normal stress in sentences which are meaningful to the children.

Pupils may play a chalkboard game with two-syllable words, in which they write <u>one</u> for words which are stressed on the first syllable and <u>two</u> for those stressed on the second syllable.

LEVEL THREE

LANGUAGE ARTS - LISTENING

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens to develop skill in determining sequence in a story	Children should be given many opportunities to tell and retell stories they have heard or read. They should be encouraged to relate happenings in proper sequence.
Goal 2: Listens to obtain information for a particular assignment	Many opportunities should be provided for children to gain information about various kinds of assignments from oral directions. They will need to be questioned about the directions to insure understanding. After showing a film, the teacher may question children regarding information they would have gained from the film, from listening.
Goal 3: Listens to enjoy the humor in amusing stories	Uncle Remus Stories, Coyote Tales, Winnie the Pooh, and the Dr. Suess books are examples of humorous stories which might be read to children.

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LANGUAGE ARTS - SPEAKING

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Expresses himself orally

Each pupil will need much practice in listening to the sounds, intonation, rhythm, and stress of English speech, and in imitating what he thinks he hears. Children who entered school speaking little or no English and those who speak substandard English will need ample time to practice sentence patterns in some ordered sequence. In addition to sequential practice, children need to master the situational English related to their classroom work. It is suggested that situational English learned at previous levels be reviewed before new items are introduced.

1.a: Tells where he lives

In answer to the question "Where do you live?" children should be taught to respond "I live at _____." or "I live near _____." and to understand the difference between the two responses.

1.b: Uses past tense correctly to relate what he has done

Pupils should gain facility in the use of such sentences as:

I We	worked played talked ...	.	I We	didn't	read tell a story sing a song paint a picture ...	.

They should develop an understanding of the questions:

What else did [we / you / Name] do?

When did we [work / play / talk / ...] ?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.b: (Continued)

Where did [they / you / Name(s)] [play / work / ...] ?

Meaningful and correct responses to the questions should be repeated frequently.

1.c: Develops an understanding of the use of going to as it denotes future time

Pupils should drill first on responding to questions containing going to as it denotes future time and then develop skill in asking questions containing going to.

Simple questions and responses are:

What [are / is] [they / you / we / she / he / Name] going to do [today / tomorrow / ...] ?

[Is / Are] [he / she / Name / you / they] going to [read / sing / talk / ...] [this tomorrow] [morning / afternoon] ?

[I'm / We're / He's / She's / Name's] going to [read / sing / talk / ...] .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.c: (Continued)

Later questions involving an understanding of when someone is going to do something may be asked and answered.

1.d: Continues to drill on English related to number concepts being developed

In the development of comprehension of the relative value of coins, the teacher may ask:

Who has a [penny / nickel / dime / quarter / half dollar] ?

The children may respond:

[He / She / Name] has a [penny / nickel / dime / quarter / half dollar] . or [He / She / Name] doesn't have a [penny / dime / nickel / ...] .

Other questions to which the children may respond are:

How much money [do / does] [you / he / she / Name] have?

How much [is / are] the [red car / apple / ... / oranges / bananas / ...] ?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.d: (Continued)

How much [is / are] [this / that / they / those / these] ?

1.e: Talks about things related to grooming and to health

In checking grooming, children may ask one another:

Are your [shoes / pants / hands / ...] clean? Is your [face / ...] clean?

They should be directed in answering:

My [shoes / pants / hands / ...] are [clean / dirty] . My [face / ...] is [clean / dirty] .

In response to: Did [you / he / she / Name / ...] take a [bath / shower] ?

They should answer: Yes, [I / he / she / Name / ...] did . [I / He / She / Name / ...] took a [bath / shower] .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.e: (Continued)

They might also answer:

No, [I / he / she / Name / ...] didn't . [I / He / She / Name / ...] didn't take a [bath / shower] .

Similar questions might be asked regarding wearing a coat, drinking milk, eating various foods, going to the clinic, and so on.

1.f: Gains facility in using possessive adjectives and pronouns

In answer to the question: Whose [pencil(s) / book(s) / desk(s) / table(s) / ...] [is / are] [this / that / these / those] ?

Children should first drill on answering:

[This is / It's / That's / Those are / These are] [Name's / my / your / his / her / our / their / ...] [pencil(s) / book(s) / table(s) / desk(s) / ...] .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.f: (Continued)

Then they should learn:

This That These Those	book pencil desks tables ...	is are	mine yours his hers ours theirs	.	It's They're	mine yours his ours theirs

1.g: Develops a broader understanding of the work of community helpers through talking about them

The teacher might ask:

What	was were	the	doctor dentist trader cooks teachers ...	doing?

The children should be taught such replies as:

He She	was	pulling a tooth selling oranges weighing the boys ...	. They were	making fried bread writing our names ...	

1.h: Gives oral directions

Children should practice giving and following directions, similar to those listed. They should determine that they are understood.

Name,	come go run walk ...	to	the chalkboard your desk ...	.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.h: (Continued)

Name,	come go walk run ...	from	your desk the chalkboard ...	to	the window Name's desk	.
Name,	go walk	up down	the	stairs steps	.	
Bring Give Show	me Name	a	pen book pencil ...	.		
Put the	books balls shoes ...	on in under	the	table box chair ...	.	

1.i: Participates in other classroom activities requiring the use of English

Some other activities in which the teacher may help children in speaking English are:

1. Playing games such as picture and word lotto, and exercises with flash cards and puppets.

2. Talking about things pertinent to their adjustment to the school environment; such as chores in the classroom, codes of behavior, and class and playground behavior.

3. Telling about pictures of things with which children are familiar; interpreting a picture and inferring from a picture.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.i: (Continued)

4. Sharing ideas for a group report or story.

5. Telling about suitable, interesting or comical things that happen to to them on the playground, at school, in the dormitories, or at home.

6. Selecting "asking" and "telling" sentences from books and reading them with correct intonation.

7. Using the toy telephone properly.

8. Telling stories from pictures arranged sequentially. (Children should take time to think through and to practice what they are going to say before they tell their stories to a group.)

9. Using a shadow screen to help gain confidence in telling a story.

The teacher should encourage free conversation whenever the opportunity presents itself. Children should be encouraged to start a conversation with the teacher without disturbing other children at work.

Goal 2: Converses audibly at ever-increasing levels of achievement

Children at this level still need to be directed in speaking audibly and clearly in all situations. The teacher should assist both the English-speaking child and the one who is learning English as a second language to speak increasingly audibly and clearly.

He may devise games and exercises to assist the child in his improvement of oral English. An attempt should be made to secure correct pronunciation, but tact should be used in correcting children. An effective game is playing "parrots." The children play the part of "parrots" and the teacher the "parrot trainer." Each word the "trainer" says must be spoken clearly so the "parrots" can hear it and repeat it. After the children are well

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: (Continued)	acquainted with the game, they may take turns being the "parrot trainer." When children fail to speak audibly, they might be reminded that they are "parrot trainers." Such suggestions are more effective than telling them to speak clearly. The teacher should continue to stress acceptable audibility in social speech and provide opportunities for children to converse in various situations with different people.
Goal 3: Dramatizes stories, poems, and tales he enjoys	Dramatization may provide a motive for extended use of English. Children at this level should be guided in their dramatizations from the time of selection of the story or verse to be dramatized through its presentation. As experience is gained in this type of activity, children may be encouraged to assume some responsibility for presentations.
Goal 4: Participates in assembly programs based on classroom learning	Information gained about such things as holidays, table manners, community helpers, arts and crafts of the children's tribes, foods, plants, animals, and various properties of number may be shared with other classes in assembly programs. Simple charts, murals, stick and potato puppets, and a variety of concrete objects may be used to help the audience visualize the information being presented. Simple choral readings may be given.

LANGUAGE ARTS - SPEAKING

LEVEL THREE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Expresses himself orally

Pupils who entered school as non-English speakers, or as speakers of sub-standard English, will need continued training in speaking English as a second language. This training should be both sequential and situational.

Where materials have been developed for the purpose of sequentially teaching the structure of English, it is recommended that they be used in conjunction with the suggestions listed here for the development of speech related to school situations. Where materials have not been developed for the above purpose, it is suggested that commercial materials be selected, adapted to the needs of the children, and used in conjunction with the suggestions listed here.

1.a: Extends ability to relate personal information

Children of this level should know their birthdays and those of some of their friends. They should know their school address, and their home address, and should be able to give this information when asked for it.

1.b: Uses sentence patterns he has mastered in talking about his work and play

The following kinds of statements and questions may be elicited from children:

Give [me / her / them / us] the [book(s) / paper(s) / broom / dustpan / volleyball / basketball / bat / jump rope / ...] .

Who gave [him / her / ...] the [volleyball / bat / ...] ?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.b: (Continued)

What did [Name ...] give [him / her ...] ?

Did [Name ...] give [him / her ...] a [volleyball / book / broom ...] ?

Please get a [book / ball / broom ...] for [Name / me / them ...] .

May I borrow a [pencil / book / piece of paper ...] from [Name / him / her ...] ?

Borrow a [pencil / book ...] from [Name / him / her] .

1.c: Continues to use the English sentence patterns he has mastered when conversing about work with numbers

In working with measurements, children may ask such questions as:

How [long / wide / tall] is [the table / the desk / the paper / Name] ?

Is [Name] [taller / shorter] than [Name] ?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.c: (Continued)

Is the [table / desk / ...] [longer / shorter / wider] than the [desk / table / ...] ?

They may answer:

[The / This] [table / desk / paper] is [4 feet long / 24 inches wide / 3 yards long / ... / 45 inches tall / ...] .

[Name is / She's / He is]

This piece of paper is [wide / narrow] .

[Name / The table / The desk / ...] is [taller / longer / shorter / wider] than [Name / the desk / the table / ...] .

Yes, [he / she / Name] is. [Name] is [taller / shorter] .

No, [he / she / Name] isn't. [Name] isn't [shorter / taller] .

[Name] isn't as tall as [Name] .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.c: (Continued)

Similar questions and statements concerning geometric shapes may be developed.

Which [circle / triangle / square] is the [biggest / smallest / largest] ?

The [first / second / third] [circle / triangle / square] is the [biggest / smallest / largest] .

1.d: Extends ability to give and follow oral one- and two-step commands

To extend skill in listening as well as in speaking, children should be guided in giving and in following two-step commissions, such as:

Walk away from your desk.
Take [three / ...] steps toward the door.

1.e: Talks about what he ate at the dining room

Children should be directed in asking each other questions, such as:

Did you [eat / drink] [some / any] [carrots / milk / ...] ?

They may answer:

Yes, I [drank / ate] some [milk / carrots / ...] .

No, I didn't [eat / drink] any [milk / carrots / ...] .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.f: Makes oral contributions to discussions of other classroom activities

At this level, children may be assigned reports to give to the class on individual or group experiences.

They may continue to tell stories from a single picture and some should be able to imagine the sequence of events which lead up to the incident portrayed, and to project other incidents which might happen.

They should be guided in sharing ideas for group reports related to science or social studies.

The teacher should continue to encourage children to tell of suitable interesting or comical incidents that happen on the playground, at school, or at home.

Pupils should be provided opportunities to direct class activities; e.g., a science or arts and crafts demonstration, giving directions for playing a game.

They should continue to use the toy telephone and to improve in their use of it.

The teacher should encourage children to tell stories with and without the use of a sequence of pictures.

Teacher-pupil, pupil-pupil, and pupil-guest conversations should be encouraged continually.

Goal 2: Converses audibly at ever-increasing levels of achievement

Dramatization or shadow plays may be used to encourage children to speak audibly at an ever-increasing level of achievement. Pupils may dramatize and record playlets in which obviously different pitch, tone, and rhythm are used.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

A child may pretend that he is a teacher, a coach, a minister, or some other person whom he has observed in his everyday experiences, and attempt to reproduce his speech.

Puppets of story characters may be used in a dramatization of simple and familiar stories.

Children may create and dramatize a story centered around an inarticulate character.

In dramatization, children need to be alert to the necessity of a speaker being aware of his audience, and speaking clearly and audibly enough that his audience can hear and understand him.

After children attend assemblies, they may evaluate the clarity and audibility of the speakers. Such an evaluation should help them to comprehend the frustration that exists for listeners when they cannot hear or understand what is said.

Tape recordings may be used to provide a consistent model for children to imitate. Tape recordings also provide a variety of voices for children to apprehend and to mimic. Pupil-made tapes can be used by the teacher to evaluate a pupil's accuracy of speech, and to determine his deviation from the set standard.

However, it is only after pupils have gained considerable facility with English and acquired an understanding of its sound system that they can begin to detect their own mistakes or notice ways in which their utterances differ from those of the model. Pupils left alone to imitate a recording and to monitor their own imitations will continue to mispronounce, because they hear the model in terms of their native habits of sound discrimination and

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: (Continued)	structure. Until a child speaks with some fluency, he will need an understanding and knowledgeable teacher to point out his errors to him. Indistinctness in the speech of Indian children may be due to over-use of the throat and not enough use of the teeth, tongue, and lips. The teacher should work with children to open their mouths wider, to place the tongue correctly, and to use lips properly in speaking.
Goal 3: Dramatizes the stories, poems, and tales he enjoys	When children have gained some facility telling stories with and without visual aids, they should be assisted in planning and presenting dramatizations of these stories. Such presentations should be simple and informal, with the children's imagination providing most of the background. Pupils at this level may want to produce a "television show" or a "movie" of some favorite story.
Goal 4: In terms of his experience with English and his use of English, begins to evaluate some of his oral statements	Children should be encouraged to listen carefully to models they imitate and to reproduce what they hear to the best of their ability. When errors are made, they should be judiciously corrected by the teacher. As children progress through the primary grades and attain some facility with basic sentence patterns and some understanding of the sounds of English, they may be guided in listening carefully to offer suggestions for speech improvement.

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LANGUAGE ARTS - READING

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses several ways to get pronunciation and meaning of new words

1 a: Uses picture clues
1.b: Uses configuration clues
1.c: Uses context clues

When a child asks for help with a word, the teacher should assist him in trying to recognize it through the use of some word-attack skill. The teacher may ask him what word he thinks would complete the meaning of the sentence. If his answer is incorrect, the teacher might ask him if the word he suggested has the same beginning sound as the one in the sentence. Through a hint of the beginning sound, he may be able to guess what it is. If not, configuration clues or picture clues might be used to guide him in finding the correct word. As a last resort, the teacher may tell him the word and help him note its relation to the context, its configuration, or its relation to an illustration.

1.d: Recognizes written symbols for sounds already known and tries to pronounce new words by the "sounding out" method

Skill developed in oral recognition of words that rhyme or sound alike may be employed in the perception of written words that sound alike or rhyme.

Nonsense rhymes and sentence patterns emphasizing repetition of a particular consonant or vowel sound may be used for further practice in sound recognition. On such a foundation, children should be guided in "sounding out" unfamiliar words.

1.e: Uses structural analysis

Children may be taught to recognize familiar endings and parts of words, such as <u>at</u>, <u>ing</u>, <u>ed</u>, <u>er</u>, and <u>est</u>.

It is a common speech fault on the part of Indian children speaking English to omit the <u>ed</u> endings of verbs. The speech of the teacher sets the pattern and the child imitates. There must be much practice and drill, and much experience with oral English, before the child can distinguish the difference at the Beginners Level and Level One; so that at Level Two, he should be able to distinguish the differences between the pronunciation of such words as <u>work</u> and <u>worked</u>, <u>play</u> and <u>played</u>. At this level, he should be directed to notice the endings of the verbs he meets in his reading and to pronounce the <u>ed</u> endings correctly.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: (Continued)	The child should learn to recognize at sight smaller words which are parts of larger words that appear frequently in his reading. When the child begins noting these familiar parts of words, he may find other words containing familiar parts. By studying the parts that are familiar and the unfamiliar parts, the pronunciation may be worked out by the child. Such clues, along with the use of context, may help in the recognition of new words.
Goal 2: Reads and follows directions of one or two simple sentences and becomes aware of the importance of following directions in test taking	This kind of reading requires careful attention. Each word is important. The teacher may write simple directions of one or two sentences, using words already in the child's reading vocabulary. The child may read and follow the directions, and then check himself. When a child fails, the teacher should point out and explain the part of the sentence he did not read correctly. Similar directions should be written for further practice. The teacher should make use of every practical opportunity to write directions for the child to read and follow, instead of telling or explaining what he is to do. The teacher should talk with the children about the importance of this accomplishment in test taking. Problems which may be encountered when directions are not followed correctly may be demonstrated.
Goal 3: Reads primers, first readers, and other easy-to-read material	So far as possible, material written within the experience range of the child should be provided for supplementary reading.
Goal 4: Reads independently materials at his free reading level	The pupil should be encouraged to do much independent reading at his free reading level. Much easy reading material should be available in each classroom and extensive use should be made of the school library and the services of the school librarian. If the pupil likes to read and seeks it as a means of pleasure, he can improve his skill in reading. (See next goal for finding free reading level.)

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Reads material at his own particular instructional level

The teacher should make an effort to ascertain that the pupil is receiving reading instruction at his instructional level. The following method may be helpful to use in determining the child's instructional reading level and his other reading levels.

1. Needed materials
   Readers, well-graded, with interesting stories, free from specialized vocabulary.

2. Technique
   Choose several paragraphs at grade levels below and up to the pupil's grade level; have pupil read orally; ask a few fact questions to determine comprehension; ask a thought question to disclose the pupil's ability to draw inferences.

3. Points to notice
   a. Free Reading Level: 90% comprehension; 99 of every 100 running words correctly pronounced; natural phrasing; pupil relaxed.
   b. Instructional Level: 75% comprehension; 95 of every 100 running words correctly pronounced; natural phrasing; pupil relaxed.
   c. Frustration Reading Level: 50% or less comprehension; 10 or more of every 100 running words mispronounced; phrasing unnatural and uncertain; pupil tense, possible finger pointing.

5.a: Pronounces and comprehends an increased number of written English words

(Refer to manual in basic readers for list of words usually acquired.) The teacher occasionally may use synonyms for words the children have already learned. He may call attention to the new words and establish their meaning through discussion. He should select such words as penny, mend, close, make, and help the child learn the meanings by using the synonyms cent, fix, shut, and build. Pupils may make simple sentences, using the synonyms.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
5 b: Talks about stories read, telling who, when, where, what, and how events happened	Children should be provided independent reading material within their range of comprehension. Questions beginning with <u>who</u>, <u>when</u>, <u>where</u>, <u>what</u>, and <u>how</u> should be used to test comprehension. Questions that can be answered with "yes" or "no" should be avoided.
Goal 6: Selects reading material on his own level and uses simple check-out system	Children should begin to select books on their interest and free-reading levels. They should have the experience of using a simplified check-out system to check their books from the library regularly.

LANGUAGE ARTS - READING

LEVEL THREE

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Improves in use of different methods of attacking new words	Pupils should gain familiarity with such consonant blends as <u>fl</u>, <u>bl</u>, <u>st</u>, <u>sl</u>, <u>br</u>, and <u>cr</u>. They may keep lists of words containing these blends. For practice purposes, they may be guided in skimming reading material in search of words beginning with, or ending with, a consonant blend.
1.a: Uses picture clues	A glance at the objects in a picture often will provide the child with a clue to an unfamiliar word. The teacher will recognize occasions when this technique will be most effective.
1.b: Uses configuration clues	Configuration also may play a part. After seeing a word like <u>Christmas</u> a few times, pupils may recognize it from its conformation.
1.c: Uses context clues	The context often will supply a clue to the word necessary to complete the thought. Children should be encouraged to use these clues.
1.d: Uses phonetic analysis	Comparing a familiar word with an unfamiliar one which begins with the same consonant or consonant blend may help children identify the unfamiliar word. As words including them are learned, attention should be called to the long and short vowel sounds in words such as at - ate, not - note, bit - bite. Practice in making the various vowel sounds may be provided. The children should become familiar with the long and short mark for vowels. Good picture dictionaries are helpful. Pupils may be introduced to some generalizations concerning pronunciations of words; e.g., the final <u>e</u> of a word usually denotes a long vowel sound within the word. Children should be given help in learning that two-syllable words with double consonants are divided between the double consonant. (lit/tle, rab/bit).

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: (Continued)	They should learn that two-syllable words usually are divided between unlike consonants (of/ten, win/dow), and that prefixes and suffixes often are syllables (play/ing, work/er, re/write, un/like).
1.e: Uses structural analysis	The teacher should encourage pupils to "figure out" words. Attempts made at discovery should be praised with suitable restraint. In their reading, children will find words that contain words they know, such as <u>get</u> in <u>getting</u>, <u>eat</u> in <u>eating</u>. Practice may be given in forming a number of words using <u>ing</u> or <u>ed</u> endings.
Goal 2: Reads independently material at his free reading level	Each pupil should be encouraged to do much independent reading at his free reading level. Easy reading material should be available in each classroom. Extensive use should be made of the library and the services of the librarian. If pupils enjoy reading and seek it as a means of pleasure, their skill in reading may be increased considerably. Since it is not always evident that a child understands what he reads, techniques may be used by the teacher to determine understanding. These techniques should be varied and they should suit the reading material. The following techniques are particularly suitable to test comprehension in either oral or silent reading: 1. Illustrating with pictures 2. Retelling 3. Dramatizing 4. Pantomiming 5. Answering thought questions covering more than one paragraph 6. Finding right words 7. Discussing incidents in stories and reasons for certain actions on the part of the characters 8. Giving opinions of characters

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

9. Anticipating endings
10. Completing sentences
11. Concluding stories

Ability to recall the main points of a story marks definite progress in silent reading. Early development of this ability may result from getting points in sequence from various children, and later from one child.

Planning and carrying out simple dramatics may serve to sharpen the children's interest.

Goal 3: Reads material at his own particular instructional level

The teacher may refer to a similar goal at Level Two for a method of identifying the various reading levels of a pupil.

3.a: Knows an increased number of written English words

The teacher should use the child's surroundings and everyday experiences to develop vocabulary needed for reading purposes in various subject areas.

3.b: Uses words of opposite and similar meaning

After word meanings have been established in real situations and concepts of some opposites have been developed, the teacher may provide drill exercises and games in which children change a sentence to make it mean the opposite or draw pictures that show opposite meanings.

Attention may be called to reading words that are synonyms of words in the pupils' speaking vocabularies.

Goal 4: Reads for the enjoyment of others, using a pleasing voice and correct phrasing

Children frequently should read orally both poems and stories as a way of sharing with their class. An announcement by the teacher that Mary has found something, for example, about a jungle, or a funny story about Abraham Lincoln, which she wants to read to the group, may create greater interest in books and better reading on the part of the children. Pupils need to be

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: (Continued)	encouraged in sharing with the group interesting things they find in books, but they should not be required to perform audience reading for a group unless they can read without causing embarassment to themselves or others. When a child can read a selection well, he may read to one group while the teacher works with another group. The teacher should determine if the group understood the selection read. Reading in unison with various interpretations provides children with another means of oral expression. Such reading requires careful preparation on the part of the teacher and pupil.
Goal 5: Improves in ability to select reading material on own level and to use library facilities	The child should know there are dictionaries and other reference materials in the library, and should be able to distinguish real reference materials from materials for pleasure. He should have many opportunities to select reading material on his free reading level. He should be guided in using a picture dictionary to secure needed word meanings.

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L A N G U A G E A R T S - W R I T I N G

L E V E L T W O

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses writing for various purposes	
1.a: Writes the date correctly	The child may have observed the teacher write the date for a daily news item placed on the bulletin board or a chart. At this level he may learn to write the date independently on the papers he hands in, and on the letters and invitations he writes to others. For a period of time the teacher may write the date on the chalkboard each day so that when the child needs the date for any written work he does, he may refer to the sample for correct punctuation and capitalization. When children can write and punctuate the date correctly without referring to the sample, its use may be discontinued.
1.b: Writes acceptable manuscript	The teacher should refer to the manuscript writing chart in Level One. At this level the child should learn to form the letters neatly and at a speed that is not laborious.
Goal 2: Is interested in expressing his thoughts in writing	Children should demonstrate some skill in composing stories of two or three sentences related to one idea. Background preparation for this goal may be stories read or told to the children, stories they bring from home, or stories about things they have done or seen. Children should have frequent chances to tell stories in which they try to keep to one idea. After considerable oral practice, pupils may begin to write their stories. In the beginning the teacher may ask leading questions to help the children start their stories. Pictures of common scenes may stimulate story telling or story writing. "Tell what the man is doing," or a similar starter, may be used.
Goal 3: Writes material for practical and personal use	Pupils should learn to write letters, invitations, and stories of two or three sentences. At earlier levels the child may have pointed out what he saw in pictures and talked about the stories the pictures told. At this level he may express his thoughts in writing. He may write a sentence or two about selected pictures. The teacher may ask the child to think what he wants to say, and then ask for help with the words that he cannot spell.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 3: (Continued)	The words may be written for him on the board so that he can refer to them for the correct spelling when he does his writing.
3.a: Demonstrates some skill in writing friendly letters and addressing envelopes	Sample letters which are interestingly written may be read to the class and studied. Interesting group letters may be composed before the children attempt individually to write an interesting friendly letter. Attention should be called to acceptable greetings and closings and to the punctuation used with these. Standards for margins, indentation, and neatness may be set.
3.b: Develops other writing skills	After standards of written work are developed, the children should be expected to check their work by these standards. When a child has learned to form letters correctly, he should maintain this skill as a standard in all of his written work. As he progresses, he should check for margins, indentations, and general appearance of his written work. The child should be learning to spell some of the simple words that he uses frequently in his written work. The teacher should be alert to the words which are most commonly used by the children and help them learn to spell these words. Pupils should be aided in distinguishing sounds of consonants and vowels to aid them in spelling.
Goal 4: Begins to use capitalization and punctuation correctly	To develop an understanding of the distinction between statements and questions, the teacher may ask children to read sentences that tell something, and call attention to the periods at the end of the sentences. Children may be assisted in generalizing that the period is at the end of a sentence that tells something.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: (Continued)	An understanding of the use of the question mark at the end of a question may be established by locating simple questions in a reading or arithmetic book and generalizing that the question mark is used at the end of a sentence that asks something.
4.a: Acquires some skill in capitalizing holidays and titles of stories	As holidays occur, children may be taught to write and capitalize the names of these holidays. When a story is read, the teacher may call attention to the capitals in the title, or may have children observe capitals in titles in the table of contents. Emphasis on capitalization of titles should be reflected whenever experience stories are written or when children are writing individual stories.
4.b: Writes Mr., Mrs., and Miss correctly	Children may write the names of their parents and their own names. They may be provided with a list of staff members with whom they are familiar to write the correct title before each name.
Goal 5: Begins to use descriptive words	After a child has written a story, or an experience, he may be guided in studying it to determine if the use of different words would make it more descriptive. He should be encouraged to use the picture dictionary to find other words he might use.

LANGUAGE ARTS - WRITING

LEVEL THREE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses writing for various purposes

More stress should be placed on oral work than on written work, particularly for those pupils who are learning English as a second language. However, writing can be effectively used to reinforce what children are learning orally. Sentence patterns from oral practice may be written. Transformations of these sentences may be written, also.

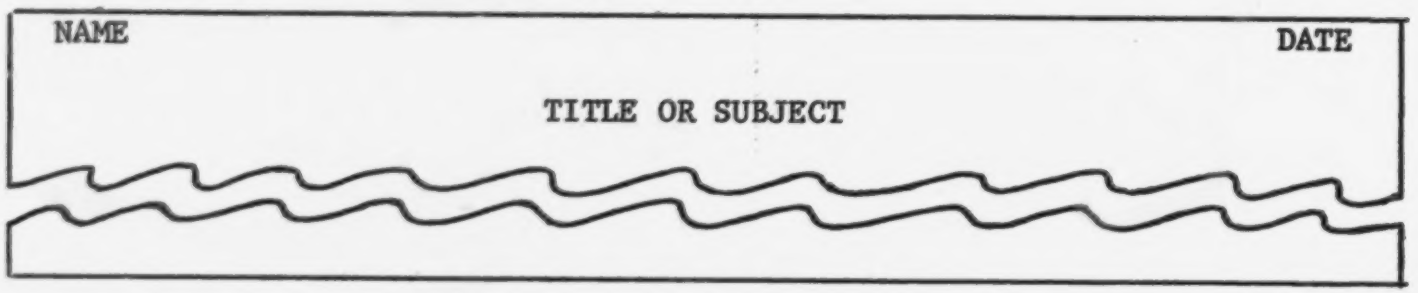
Written work in the content areas may be assigned.

Children should be encouraged to continue writing simple stories and accounts of their experiences.

Opportunities should be provided for children to write invitations; acceptances to invitations, or regrets; friendly letters; bulletin board notices; and announcements.

Goal 2: Writes material for practical and personal use

There should be a form taught for written work which is prepared for others to read. The following form may be used:



The child should be taught to leave a margin of one inch at the left of his paper just as he does in writing letters. He should be taught to check his work before giving it to someone else to read. The teacher should encourage children to submit their best work.

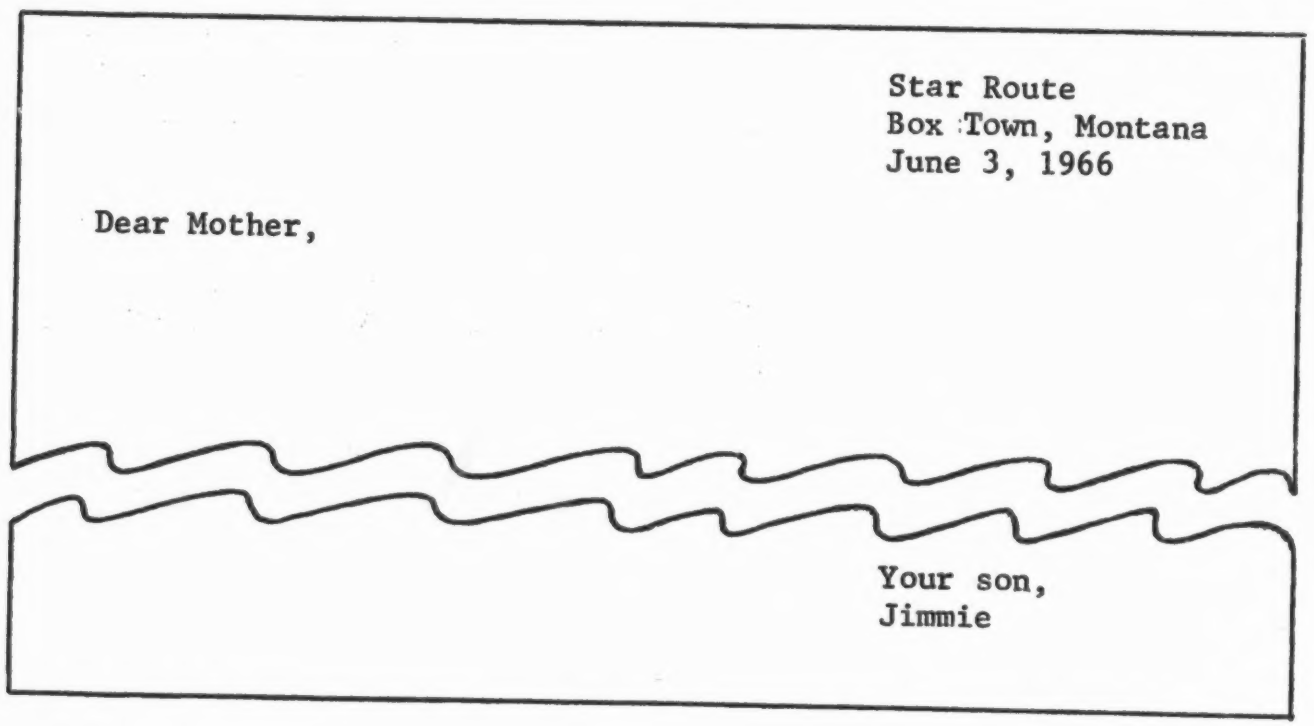
EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Standards should be set for checking written work. Charts listing standards for writing letters, a sample letter form, standards for writing titles - Mr., Mrs., Miss - or standards for using periods or question marks supply a ready reference.

Children should be taught to check all their written work for errors. They should know that good written work is expected. If there is a real need for written work, the children will have a greater respect for it. Written work should not be assigned simply to keep children busy. Every piece of written work assigned should receive the teacher's attention, and the children should be aware that it does.

Some approved form should be followed in writing friendly letters; e.g.:



EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

The teacher's first concern should be to have the child write a newsy letter, getting away from all stereotyped expressions; such as, "I am well," "How are you?" and "I will close for now."

Points relative to the form of the letter should be introduced gradually, remembering that form is secondary in importance. The form that is used in the letter may be followed in addressing the envelope:

Jimmie Bird
Star Route
Box Town, Montana 00000

Stamp

Mrs. James Bird
Route 1
Lawton, Montana 00000

The return address of the sender should be written in the upper left-hand corner of the envelope, with full name and address.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Writing real letters to pupils in another school, or to parents and relatives (if children are attending a boarding school), or to Junior Red Cross friends may stimulate an interest in letter writing. A model form can be posted for reference, or a child may have a model of an envelope addressed correctly to his parents or a relative, for his own individual reference.

2.a: Uses personal pronouns and adjectives correctly in his writing

For reinforcement of oral practice in using personal pronouns and adjectives, children should have much drill in writing the same patterns and their transformations. For those who still may have difficulty in using he and she, him and her, or his and hers correctly, it is recommended that the teacher refer to primary level speaking goals for suggested patterns for both oral and written practice.

Note should be taken of the use of personal pronouns and adjectives in everyday writing, and assistance should be given where it is needed.

2.b: Uses plural forms correctly

In addition to learning to form plurals by adding s and es, children need assistance in forming the plurals of irregular nouns. Attention should be called to the plural form of these words as they are used in daily work, and meaningful activities should be provided for reinforcing learning to write them correctly.

2.c: Extends spelling skill

Stress in spelling should be on learning to spell the words needed in daily work in the various subject areas. Spelling should be as much of an individual undertaking as the teacher can make it.

To help children learn to spell, the teacher may refer to a spelling text for a suggested technique. Pupils need considerable practice in spelling the new words they learn. The teacher may prepare short stories including new and review words to dictate to children. Each child may keep a personal dictionary of the spelling words he has learned. A card file of frequently used words may be made. Children may be encouraged to refer to the card file for assistance in spelling words.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: (Continued)	The kinesthetic method of teaching spelling to children having special difficulty is suggested. To prepare class, group, or individual spelling lists, the teacher may note words that children ask to have spelled, and words they misspell. If he wishes, the teacher may check these lists against lists in a spelling text to select additional words he thinks the child will need to learn to spell in relation to work that is planned or experiences that are to be provided. It is re-emphasized that the child's need is the primary word source for spelling. An average of two new words daily is sufficient for children to learn at this level.
Goal 3: Dictates and writes clear and interesting thoughts	Children should continue to write stories of two or three sentences, keeping to one idea. Background preparation for this accomplishment are stories - read or told to children, stories they bring from home, stories about things they have done or seen. They should have much experience telling stories in which they try to keep to one idea. To improve certain sentences contributed, the teacher may say, "Could we say this in a different way?" or "How else could we say it?" The teacher should guard against writing sentences that are too long and, as far as possible, should use the vocabulary of the child who made the contributions. After considerable oral practice, pupils should begin to write in this manner. In the beginning the teacher may give leading questions to help the children start their stories. Pictures of common scenes are stimuli to story telling or story writing. "Tell what the man is doing" or a similar direction may be used as a starter. As children attempt to write their own stories, a sentence by the teacher may be necessary for a beginning. Such writing affords an opportunity to fix the use of periods and question marks at the close of sentences.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Sample Language Implications Related to this Goal

For re-emphasizing descriptive terms in pupils' vocabulary, the teacher may show outdoor scenes and have the children describe them orally before writing them.

The sky is blue.
The mountains are high and rocky.
The grass is soft and green.
The pine tree is straight and tall.
It stands like a proud soldier.

Goal 4: Uses the sentence as a unit of language

Children who are learning English as a second language should have much practice in writing the sentence patterns they are learning. Those who are more familiar with English may benefit from such practice, also. Through gaining familiarity with different patterns and their transformations, children may develop an understanding of the sentence being a unit of language.

Goal 5: Correctly uses capitalization and punctuation that he has learned

The pupil's first experience in capitalizing names was in writing his own. Other words will need to be capitalized as the pupil does other written work.

In writing his own address, or in writing letters to friends, he will need to capitalize the names of towns.

Early practice in learning to use capitals in titles may be provided through writing captions for drawings, in poster making, or in labeling pictures in a scrap book. The child should learn that the beginning word and the important ones in a title begin with capitals.

It should be pointed out that the title of a story or poster does not require a period at the end.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

Since children at this level will be concerned with simple history in connection with holidays, some of their written work can be related to it. They will need to know that the words like Christmas, Thanksgiving, and Easter should be capitalized when they write them in stories or in letters.

Chart reading and writing should continue to give pupils experience with the use of the period and question mark. The content of charts should be contributed by the children and written by the teacher. As he writes, he may ask, "What shall I put at the end of this sentence?" He may have different children come to the board to punctuate the sentences he has written. Children should experience writing questions about things they wish to find out. For example, some of the children who have not seen the landing of airplanes may ask other children questions about landings. The teacher may write the questions on the chalkboard. He may call on different children to supply the correct punctuation.

Goal 6: Is interested in writing in many forms

When it is determined that children are ready for the transition from manuscript to cursive writing, they should be prepared for it. They should be guided in observing the similarities and the differences between the manuscript and the cursive forms of letters. Pupils need to be taught that cursive letters are slanted to facilitate joining them in forming words. Both alphabets should be displayed during the transition period. Children should not be forced into the transition. Only a limited amount of cursive writing should be done during the period of shifting from manuscript to cursive. The teacher should note the sample of cursive letters at the end of this section.

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j

k l m n o p q r s

t u v w x y z

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LANGUAGE ARTS - LITERATURE

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Becomes acquainted with the nursery rhymes and picture stories of the non-Indian culture

General Techniques. When telling stories, the teacher should wait until all in the group are seated and are ready to listen. If this procedure is followed, it may be easier to set an atmosphere for attentiveness.

The teacher and the pupils should select books from the library that are suitable for the class and set up an attractive classroom library corner. If possible, a daily activity should be developed around the books in the library corner. A pocket chart where each child keeps his reading record may encourage reading. When a child finishes a book, he should write the title on his card and place it in his pocket on the chart. This could serve as a basis for sharing by children who had read the same book. It would also give the teacher an opportunity to discuss with individuals the reading they are doing.

Children individually or in groups may make movie strips and show them in cardboard boxes, telling the story as the movie is shown. Finger puppets, hand puppets, and flannel board cut-outs make story telling more interesting and dramatic. The tape recorder may be used to record children's stories as a means of developing story-telling ability. Cut-outs of the story characters may be made.

Holding the book so all can see, the teacher may read easy picture-story books to children. Questions may be asked about the story or pictures. Children will need sufficient time to respond.

At first the teacher should tell only one or two things about each picture and then move on to another picture, in order to hold interest. Gradually, the length of exposure of each picture may be increased; but when interest lags, the picture should be changed.

The child may react verbally, emotionally, or creatively to the story. He should be encouraged to express his reaction in each of these ways.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Enjoys the tales, legends, and poems of American Indians	Indian employees or parents may be invited to tell stories to the class. Children should be prompted to contribute brief comments about the story and to advance opinions in English or in their own language. Close identification of the child with a character in the story may be stimulated. The teacher should not attach requirements to the literature program. The only objective at this level is to get children to enjoy the delightful selections that appeal to them.
Goal 3: Grows in his ability to form pictures in his mind through hearing and/or reading verse, fairy stories, fables, and folk tales	These stories and fables will be, in many cases, the child's first introduction to literature and the musical quality of the English language. Here he meets rhymes with musical words. He should react rhythmically to favorite selections and gain new pleasure from descriptive words as he enters into the feeling and mood of the selection. Well-known fables should be included in the child's reading for pure enjoyment. Their simplicity, apt phrasing, humor, and dramatic possibilities make them especially appealing.
Goal 4: Associates what he reads and hears with what he has seen or done	The primary level teacher should create a preparatory atmosphere for literature awareness through the careful selections of verse, picture stories, fables, and folk tales (Indian and non-Indian). The teacher may guide the child through interesting and varied literary experiences to assist him in identifying himself with the story and relating the content to his own personal experiences. It may be fun for the child to join in the refrains as the teacher reads in a relaxed, natural, and happy atmosphere.
Goal 5: Grows in ability to recognize and respond to emotional tone of a story and/or poem	The child needs to learn to respond to poetry and prose with language, rhythm, his emotions, and action. The ability to identify himself with characters in the story and to respond emotionally should be developed through providing background experiences and word meanings which will lend understanding to the selections.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Begins to understand the difference between make-believe and true

Children may give accounts of things they know actually happened and then be guided in developing a story that is make-believe. As the teacher reads to children, or as he is guiding them in their reading, he may question them concerning items which are true and those which are obviously make-believe.

Goal 7: Enjoys sharing with others the near nonsense humor, and other stories and poems he finds in his free reading materials

The teacher should read verse to the children that they can understand and enjoy with little or no explanation.

Pupils should select stories or verse that they wish to share with others. The teacher or the pupil may read these to the group. The humor, the events, or the description may be emphasized by the teacher to help children develop an appreciation for different kinds of writing. Therefore, the writing must be about something with which they are knowledgeable, either through actual or vicarious experience.

Sample Language Implications Related to this Goal

Listen to this. Isn't it funny?
Let me read this to you. I think it's very pretty.
I like this poem. I think you'll like it, too.

LEVEL THREE

LANGUAGE ARTS - LITERATURE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Becomes acquainted with the nursery rhymes and picture stories of the non-Indian culture

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The teacher and the pupils should select books from the library that are suitable for the class and set up an attractive classroom library corner. If possible, a daily activity should be developed around the books in the library corner. A pocket chart where each child keeps his reading record may encourage reading. When a child finishes a book, he should write the title on his card and place it in his pocket on the chart. This could serve as a basis of discussion for children who had read the same book. It would also give the teacher an opportunity to discuss with individuals the reading they are doing.

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Goal 3: Grows in his ability to form pictures in his mind through hearing and/or reading verse, fairy stories, fables, and folk tales	These stories and fables will be, in many cases, the child's first introduction to literature and the musical quality of the English language. Here he meets rhymes with musical words. He should react rhythmically to favorite selections and gain new pleasure from descriptive words and phrases as he enters into the feeling and mood of the selection. Well-known fables should be included in the child's reading for pure enjoyment. Their simplicity, apt phrasing, humor, and dramatic possibilities make them especially appealing.
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EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

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Sample Language Implications Related to this Goal

Listen to this. Isn't this funny?
Let me read this to you. I think it's very pretty.
I like this poem. I think you'll like it, too.

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LEVEL TWO

ART

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Extends his experience with color

Children should continue to work with the colors red, yellow, blue, orange, green, and purple, as well as the neutral colors white, black, and gray. For review purposes they might make simple color charts using flower petals, leaves, or favorite objects. /Birren (2).

Goal 2: Extends creative expression by exploring a greater variety of art media

Creative expression should be encouraged in media already introduced and practiced, and new media should be introduced and practiced. Activities related to use of these new media might include:

1. Brush painting--tempera, large brush.
2. Plaster molding.
3. String painting--tempera.
4. Papier-maché molding.

/Bjoland (3), Peter (14), Reed (16), and (7).

Goal 3: Uses artistic ability to illustrate or creatively depict some learning

Creativeness may be reflected in various areas of learning by:

1. Making murals.
2. Developing bulletin board displays.
3. Making a frieze or a collage.
4. Modeling clay to depict objects.
5. Sculpturing items of soap, wood, or stone.
6. Illustrating stories or ideas with drawings or cartoons.

Sample Language Implications Related to this Goal

Let's plan for painting our mural.
I like to draw horses.
Who wants to make the pickup?
I do.
I'll draw the airplane.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Here's a picture of a ship. I'll draw it.
Who wants to paint the spaceship?
I do.

Goal 4: Independently explores other uses of art media to which he previously has been exposed

After the child has had some instruction and experience in handling a medium, he may explore creatively in that medium.

By this time, the child should have some experience with clay, pencil, crayon, powder paint, finger paint, chalk (dry or wet), and water color. He should be able to handle a large brush (size 12) with some ease.

He may now be ready to explore independently with such media. The teacher may see that art elements (line, form, texture, color, value) and art principles (balance, variation, unity, contrast, subordination, emphasis, rhythm, dominance, harmony, proportion) are introduced. Activities such as frieze making or repeat-design making can be geared to emphasize a certain point; for example, balance-rhythm.

/Bjoland (3), Peter (14), Reed (16), and (7).

Goal 5: Refines his appreciation of the native arts of his tribe through experimentation

The child has acquired some skill in recognizing arts and crafts of his own people. This skill should be further developed by experimenting and exploring with various media. The child may:

1. Use graph paper to make designs.
2. Copy the design in weaving or in bead work.
3. Use clay, wood, stone, reed, paper, or yarn for experimentation.

A variety of art supplies should be accessible for children's leisure time use. /Anderson (1), Birren (2), and D'Amico (5).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Appreciates the natural beauty of his surroundings

Since nature provides living examples of design and texture, the child may be encouraged to bring nature objects to the classroom. He can, by feeling, learn to appreciate differences in texture--bumpy, satiny, fuzzy. He can develop an appreciation for variety in arrangement, using weed, rock, and flower compositions. He may be guided in understanding that balance by arrangement may be achieved through:

1. A larger base and smaller top.
2. Simple and beautifully-shaped containers.
3. The use of colored glass, stone, and marble to add interest to the composition.

Goal 7: Becomes knowledgeable of the art contribution of other groups

The child needs to learn that many groups of people have made characteristic contributions to art. The teacher might make a collection of items or pictures that demonstrate characteristic contributions of Orientals, Indians, and other groups. These may be displayed and talked about, and the child may be assisted in recognizing the various types. Art activities may be planned around these characteristic types; for example, a repeat design in a Chinese motif might be made.

A R T

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Continues to extend creative expression by exploring a greater variety of art media

New activities introduced and performed at this level should include:

1. Weaving--paper and oilcloth, string.
2. Paper sculpturing.
3. Sawdust craft--animals, puppet heads.
4. Cloth craft--booklets.
5. Water coloring.

(7).

Goal 2: Continues to use artistic ability to illustrate or creatively depict learning

The arts and crafts program in the elementary school provides opportunities for fostering and encouraging the development of creative abilities. Arts and craft work should be included in the development of units. Sand table displays may be made. A terrarium provides an appropriate background for science displays or collections, and for practicing creative arrangement of items. Peep shows, open or flat-figure dioramas, and table scenes can exemplify learning related to any curricular area.

Goal 3: Refines skill of working independently with art media

Children should be given an opportunity to extend their ability to experiment with art principles: balance, variation, unity, contrast, subordination, emphasis, rhythm, dominance, harmony, and proportion; and with art elements: line, form, texture, color, and value.

Goal 4: Continues to refine appreciation of the native arts of his tribe through experimentation

Freedom to experiment with the arts and crafts of his own tribe should be granted each child. As he gains capability in understanding the designs and workmanship of the artist, he should be given the opportunity to try his skill with similar projects, such as:

1. Creating native designs.
2. Sculpturing in soap, wood, stone, clay, and paper.
3. Weaving baskets, belts, headbands, and rugs.
4. Drawing and painting native scenes.
5. Modeling with a variety of media.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Continues to demonstrate an appreciation of the natural beauty of his surroundings

The child may bring nature objects to the classroom. Such objects can be arranged to demonstrate the elements and principles of art, and may be used by the children to experiment with creative arrangements. Items can be used in collages, table scenes, and other displays.

Goal 6: Begins to appreciate the art contributions of some other cultural groups

A unit is suggested in which art contributions of some of the cultural groups living in America are considered--Chinese, Japanese, Indian, or Pennsylvania Dutch.

Goal 7: Appreciates beauty in man-made objects

Through a knowledge and appreciation of color, and through the use of familiar media, children should be assisted in developing an appreciation of:

1. Pictures.
2. Clothing.
3. Toys - dolls - animals.
4. Jewelry.

/Anderson (1).

Sample Language Implications Related to this Goal

Oh, what a pretty [bracelet / necklace / belt] .

My father made it.
It's very beautiful.
My brother paints pretty pictures.
Bring one to show us.
My mother made this dress for me.
It's very pretty.

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HEALTH AND PHYSICAL FITNESS

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Washes hands before handling food or dishes, after toilet, and after playing with pets

At previous levels children have been taught to wash their hands. At this level pupils may be taught to assist with party lunches by setting the table and putting food on the table.

Before a class party, the teacher may discuss with children the reasons for washing hands before handling food or dishes. He should discuss with them frequently the need for washing hands after toilet and after playing with pets. Hand washing should be directed and supervised until the habit has been well established.

Posters illustrating the practices with appropriate captions such as We wash our hands before we set the table, We clean our fingernails, We trim our nails, should be put in suitable places to serve as reminders to the child.

Emery boards or nail files should be provided. The children should be taught to use them to keep their nails short. They may need to be shown how to file their nails and how to gently push back the cuticle. A classroom supply of hand lotion is helpful. It may stimulate the child to keep his nails properly manicured, if he is allowed to use it after he finishes his manicure. In boarding schools, this should be a shared responsibility of guidance and academic staff.

Goal 2: Uses toilet correctly

Children at this level should be taught their part in keeping toilets clean and sanitary. It is important that children know that heavy paper or solid objects should not be put into toilets.

Statements such as the following may be written on the chalkboard or a chart following discussions on proper use of toilet facilities:

Newspapers clog toilets.
Paper towels clog toilets.
Combs and other things clog toilets.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Hair can clog a toilet.
I keep our restroom clean.
I sit down on the toilet seat.
I flush the toilet clean after I use it.

In restrooms where there are no urinals, boys should learn to raise the toilet lid before using the toilet and put it down after using it. Boys should be taught to flush urinals to prevent unpleasant odors.

Goal 3: Under supervision of the teacher, housekeeper, or matron, cares for minor cuts and wounds

The teacher may secure from the health division approved medicants, and keep them accessible for use when the child suffers minor cuts or wounds. It was suggested at Level One that children observe and help the teacher when he used these materials. Pupils at this level may be instructed to clean the cut or wound, and to avoid touching the part of the bandage that is applied directly to the wound.

Goal 4: Reads the room thermometer to determine if the room is too warm or too cold

The child may be shown the mercury line on the thermometer and may observe how it goes up and down with the temperature. He may place the thermometer in the sun or on a window sill, and then in a space near a door, to note changes. He may place it on the floor and then on top of a cupboard or at the top rail of the chalkboard to see if there is any difference in the temperature. The teacher may show him the 70-degree mark on the thermometer and tell him the line should be at that place. Children may take turns checking the thermometer to see how near the mercury is to the 70-degree mark.

Goal 5: Names and eats a variety of body-building foods

Children may cut pictures of different kinds of food from old magazines. They may be guided in classifying them as fruits, vegetables, meats, and so on.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

The teacher should guide children in learning the kinds of food they need to eat to keep healthy and to grow. They may talk about their noon meal on the basis of its provision of needed foods.

Children should be introduced to new foods in a manner that will create curiosity about them, and should be encouraged to eat new foods in small amounts in an attempt to develop a taste for them.

Goal 6: Knows how to set the table and handles knives, forks, and spoons adequately in eating

The teacher may discuss with the group and demonstrate in the classroom the proper use of knives, forks, and spoons.

Family-style dining provides an opportunity for children to practice setting a table, and to use silverware properly. If family-style dining is not a school practice, classroom parties can provide a suitable substitute. After a meal, the group may evaluate their handling of the table implements. Dining activities should be planned frequently to establish good habits and to develop confidence in a dining situation.

The teacher should make family dining or dining practice a real learning situation. Plans should be made to go to the dining room to set the tables for the meal. The teacher should help children learn how to set the table properly. They will need to learn what to do in case they drop a knife, fork, or spoon on the floor.

In clearing away the dishes, pupils should be shown how to scrape the dishes clean, and how to stack them.

<u>Sample Language Implications Related to this Goal</u>

I set the table for four people.
I put the place mats on the table.
I put the plates on the place mats.
I put a knife and a spoon on the right side of each plate.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

I put a fork and a napkin on the left side of each plate.
I put a glass above each knife.
The table looks neat.

Goal 7: Knows his clothes must be kept neat and clean

Children may be guided in discussing briefly how clean and neat clothing is helpful to them. The teacher may lead them to think of some responsibilities they can take for the cleanliness and neatness of their own clothing. Each child may tell how he helps to care for his clothing.

A sewing kit or basket with needle, thread, and buttons may be kept in each classroom. Children may be encouraged to sew buttons on doll clothes and paint aprons before they sew them on their own clothes. The teacher may show them how to cross the threads, how many times to sew the thread through the holes in the button to fasten it securely, and how to fasten the thread to keep the button from coming off a garment. He may show the child how to place the button directly on the spot where it was before, how to hold it there, and how to sew it on. Boys as well as girls should learn to sew on the missing buttons from clothing.

In a day school situation, children should be taught to keep their shoes polished. At first, a definite time may be set aside when all learn how to polish shoes properly. Later, this can be an activity the child does at his leisure time, or when other work is finished.

The child will need to learn how to clean dirt and mud from his shoes, how to put on a thin coating of polish, and how to brush the shoes until the polish shines.

Goal 8: Begins to take care of his own clothes

Some activities to be carried out might be:

1. Having the children tell some of the things they do to take care of their clothes.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

2. Making a chart listing the important things they do to care for their clothes.
3. Making a scrapbook of the things their mothers and instructional aids do to help them take care of their clothes.
4. Finding pictures of other children taking care of their clothes.

Goal 9: Knows that he does not visit friends who are ill but shows sympathy in other ways

Children should know that a sick person should be put to bed and be kept as quiet as possible. For this reason, and because he may have something catching, his friends should not visit him.

To show their sympathy, children may write individual letters to a sick friend or make greeting cards to send him. A few each day would be better than a great many one day and none for a long period. Group letters which contain interesting news items may be written and illustrated.

For a girl, the children may make paper dolls, or send a doll and doll clothes they have made. Colorful pictures may be put into a scrapbook for patients or sent unmounted with paste for mounting.

The children may make the patient a checkerboard or a toy, or send him puzzles they have made by cutting and mounting colorful pictures.

Children may make the patient a bedside bag for his things and put into it little things they know he will enjoy; such as, a pencil, notebook or pad, or a little mirror.

Goal 10: Begins to realize how the community safeguards health

Children at this level should begin to realize that good community health is the result of the cooperative efforts of the people, but that there are some who devote their full time and efforts to the problem. Pupils may:

1. Learn the names of the health workers of their community.
2. Tell what each does for the community.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: (Continued)

3. Visit the health department.
4. Visit a hospital.
5. Tell what the doctor, nurse, and dentist do for community health.
6. Discuss the care of the common cold.
7. Visit a food store, dairy, and waterworks to learn how they protect health.
8. Draw or find pictures of people working together for cleanliness and orderliness of the home and community.
9. Read stories about these community workers.
10. View films of what other communities (large and small) do to become healthy and attractive places.

Goal 11: Begins to develop an understanding of how doctors, dentists, and nurses can help him

The teacher may guide children in thinking through some ways that the doctor, the dentist, and the nurse each help them. Pupils may be encouraged to discuss one or more of their own experiences when they were helped by the doctor, the dentist, or the nurse.

Committees may devise some simple role-playing situations; such as, a child visiting the dentist or the nurse, showing how the nurse helps him, and demonstrating his obligations to the nurse or dentist. The school nurse or doctor may be invited to view the role playing and to talk with the children.

Appropriate films and filmstrips may be used to reinforce understanding of some of the services received from medical workers.

Goal 12: Realizes that food, sleep, rest, and play influence growth

Children at this level should be helped to understand why it is important to get enough sleep at night. They need to understand the importance of rest during an illness and afterward, and of relaxing after a meal. They need to learn to slow down before bedtime. Some activities related to this accomplishment are:

1. Having the children tell how much time they sleep and rest.
2. Keeping weight and height record.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 12: (Continued)	3. Showing educational films on the subject. 4. Discussing the films. 5. Interviewing the school nurse and doctors regarding sleep and rest.
Goal 13: Practices safety in using baseball bats, ropes and lariats, swings, and other play equipment	Children should become aware of the danger of swinging bats when others are near. They should be taught to watch out for other children. The teacher should show pupils how to grip a bat firmly so it won't fly out of their hands, and to stand at a safe distance when others are batting. Children need to be taught safe handling or use of ropes, lariats, swings, and other play equipment. When an accident occurs during the use of play equipment, the teacher should help the child analyze the situation to see if it could have been avoided and to plan for better use of play equipment.
Goal 14: Practices safety in using matches	The desire to handle matches should be utilized constructively. Children should be shown how to strike a match without danger of burning themselves and how to extinguish it before throwing it away. They need to learn that matches should be used for helpful purposes, only. The purposes for which matches might be used in the classroom may be discussed. If there are no opportunities for the child to use matches in the classroom, situations may be created to teach him how to handle matches. Lighting the candles on a birthday cake provides a purposeful situation. If a child finds a match on the playground, he should be taught to bring it into the classroom. He should understand that for his safety, he should use matches only under the supervision of an adult.
Goal 15: Carefully handles breakable materials such as room thermometers, dishes, and vases	When the child has occasion to handle breakable materials, such as a thermometer, dishes, vases, or records, he should be taught how to handle each properly.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 15: (Continued)	He should be shown how to grasp a vase firmly, or if it is large, to carry it with both hands; how to pick up and hold room thermometers; how to place the needle on a record without scratching it. When things are broken through carelessness, the teacher may discuss with the group how to prevent a recurrence of the accident.
Goal 16: Develops proper body alignment by strengthening back, shoulder, abdominal, leg, and foot muscles	Games should be included which provide for development of all the muscles rather than a few sets of muscles. Experience should be provided in climbing, running, jumping, pushing, stooping, and hanging. Some games that develop the total muscle groups are Back-to-Back, Big Black Bear, Spider and Flies.
Goal 17: Begins to express himself in dramatic play	Story plays and mimetics are imitative movements which may help children develop muscularly. A child may act the part of a merchant, teacher, farmer, or soldier, as the play demands. The use of dramatic play as a motivating force may help children learn basic neuro-muscular patterns of walking, marching, lifting, and pulling.
Goal 18: Cooperates in folk games	Folk games are valuable during the early years of a child's life because very little skill is needed and they give training in rhythm. Folk games may well be correlated with similar music activities with emphasis being placed on rhythm and movement. Examples are: London Bridge, Farmer in the Dell, and Mary Had a Little Lamb.
Goal 19: Learns to be a responsible rider in cars, buses, and pickups	Some children may dramatize bus safety situations such as problems of the careless pedestrian who crosses the street in the middle of the block or steps unexpectedly into the intersection without watching for turning cars, while others practice sitting quietly and silently as the "driver" responds to the situation.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 19: (Continued)	Pupils may practice climbing into a make-believe car or bus, going to a seat, and fastening a seat belt. They may practice talking to friends in a soft voice so the driver can be easily heard. Bus safety films should be shown.
Goal 20: Understands his responsibility in cooperating with school patrol, traffic officials and traffic signals	The teacher may develop a safety-centered unit in the classroom with children being rotated in responsible positions. Information gained from the unit should be applied on the playground and at regular school and street crossings. A traffic officer or policeman may talk to the children concerning prevention of injuries or loss of life through attention to safety.
Goal 21: Understands and respects safety rules for swimming and boating	Areas of emphasis may be for children to learn to: 1. Hike or swim with an adult. 2. Observe water safety rules. 3. Take precautions against sunburn. 4. Watch for broken glass when wading.

HEALTH AND PHYSICAL FITNESS

LEVEL THREE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows how to take a bath using available facilities

The child should learn to take a bath using facilities available; such as, shower, tub, or basin. In taking a shower, he should learn to use a reasonable amount of water. If the hair is to be washed, it should be done first. After washing long hair, it should be tied or pinned up to keep the wet hair from touching the body. Some children still may need to learn to turn on a small amount of water to wet the body; to turn the shower down while they soap the body well (especially elbows, neck, knees, and feet); to scrub the body with a washcloth; and after the body has been washed thoroughly, to step under the shower to rinse the soap off. Standing under the shower while soaping and scrubbing should be discouraged as this is a waste of both soap and water. Children should learn to take enough time to get clean but not to loiter in the bath; to keep the soap out of running water while taking the shower; and to put it where it will drain and dry after use.

The toenails should be cut after the bath. It is important to the comfort and health of the child that proper care be given his feet. An approved way of cutting toenails should be demonstrated. This would include cutting nail straight across with sharp scissors. Diagrams may be used to show this method. Pictures illustrating the proper way of cutting toenails may be used.

Accomplishment of this skill in boarding schools is primarily the responsibility of the guidance staff, but needs the cooperation of the classroom teacher.

Goal 2: Knows how to keep his head clean

Children need to learn that clean hair is necessary to good health and pleasing appearance. To have hair looking clean and neat, it should be washed regularly with warm water and a good shampoo or soap. Rinsing the hair in a solution of one-half cup of vinegar to a quart of water makes the hair soft. The use of sprayed insecticides helps to keep the lice under control. If insecticides are used, the eyes must be well covered. Hair should be brushed well each day to keep the scalp and hair clean.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: (Continued)	The children may observe nits under a magnifying glass to see how tightly they stick to the hair. In boarding schools, dormitory personnel will assume major responsibility for keeping children's hair clean. Academic teachers should discuss with the children the importance of clean hair, and reinforce training and learning children acquire in the dormitory.
Goal 3: Combs his hair	A mirror and individual combs may be provided to help children learn to comb their hair and to encourage them to do so. The teacher may demonstrate combing the hair of one child. A child may practice combing another child's hair, and then practice combing his own hair before a mirror while other children watch. The teacher should commend the child when he keeps his hair combed well. The use of a moderate amount of water to help the hair stay in place is desirable and is in no way harmful. Children may check the appearance of their hair daily by using a mirror. As the year progresses, they should assume more responsibility for the care of their hair.
Goal 4: Uses available facilities properly; reports when toilet is out of order; observes "Out-of-Order" signs	At previous levels, the child was taught to use and flush toilets, and that heavy and solid things should not be put into the toilet. At this level, the child should assume responsibility for reporting when toilets are out of order and to observe "Out-of-Order" signs. It might be fitting to stress the reading of signs. Dormitory personnel may assist in the supervision of toilets, and in giving private instruction in necessary cases.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

Children should be taught to check to see if the toilet is flushed; or if a pit toilet is used, to see that the excreta is covered with sand or ashes provided for the purpose, and that the lid is dropped. When no toilet is available, the child should learn to cover excreta.

Since many children come from homes having outdoor toilets, they should know certain sanitary measures concerning them. This would include knowing that outdoor toilets should be placed at some distance and at a lower level than the house, and that pits of outdoor toilets should be deep. A diagram may be used to show this.

Children should know how to eliminate flies. This may be done by covering the seats with wooden lids or boards, spreading wood ashes in the pits, covering window openings with screens, and spraying with DDT.

Sample Language Implications Related to this Goal

Please get the plumber.
The toilet's not working.
The water won't go down the sink.
Don't go in there. It says, "Out of Order."

Goal 5: Reports to the teacher or dormitory assistant when he needs medical or dental treatment

Children should be encouraged to report when they do not feel well. Serious illness sometimes may be prevented if reports of symptoms are given in time. Children should be encouraged to describe these symptoms as clearly as possible so that the teacher can give this information to the nurse or doctor. They should tell if they: are feeling hot, have a headache, are dizzy, or have pains about any part of the body.

Goal 6: Knows what to do when he has a cold

Children should know colds spread quickly, and that if one child is ill, others may become ill, too, unless they are careful. Through simple reading material, pictures, films, filmstrips, and discussion, children and teacher may formulate a set of rules about colds; such as, If you have a cold:

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

1. Cover your nose or mouth when you sneeze.
2. Use tissues and put them in a bag so they can be burned.
3. Wash your hands after you have used tissues.
4. Stay away from other people.
5. Drink plenty of fruit juice and water.
6. Blow your nose very gently and blow both sides at the same time.

Demonstrations of as many rules as possible should be made in the classroom.

Children should be taught how to guard against taking colds as well as what to do when they have a cold. Following the same techniques as stated above, another set of rules could be formulated: <u>How I Can Keep from Catching Colds</u>:

1. I will stay away from people who have colds.
2. In cold weather, I will wear a coat and cap or a scarf to school and when I play outside.
3. I will drink plenty of water and fruit juice.
4. I will play out-of-doors in the fresh air and sunshine.
5. I will sleep many hours.
6. I will wash my hands before I touch food.

Goal 7: Knows something about other common communicable diseases and their control

Children at this level should be come aware of some common diseases and means of controlling them. The following activities may lead them to these understandings. Children may:

1. Tell the class about experiences with doctors and nurses.
2. Discuss visits to the school clinic.
3. Learn something of the common types of communicable diseases, such as colds, measles, mumps, and chicken pox.
4. Dramatize what the doctor and nurse do to help them.
5. Discuss ways to prevent the spread of diseases.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 7: (Continued)	6. Ask the school nurse to visit the class and explain how she keeps records of immunization. 7. Make a chart illustrating ways to prevent the spreading of common diseases.
Goal 8: Recognizes that sleep and rest are necessary for growth, prevention of disease, and for renewed energy	By the time the child reaches this level, he should realize that children need more sleep than adults; that sufficient sleep promotes growth; and that rest is needed to overcome fatigue. He should begin to assume some responsibility for a regular bedtime and to rest after strenuous play and exercise. He should be led to understand that insufficient sleep may cause irritability, and that rest periods are necessary after strenuous exercise.
Goal 9: Learns that care and size of shoes are related to foot health	Children need to learn that shoes that are properly dried after being wet, and are greased or polished, not only look better but also are more comfortable to wear, and last longer. They may talk about wet shoes being uncomfortable and wet feet making one susceptible to colds. The teacher should help children learn that for comfort and for proper growth, it is necessary that they wear shoes that fit them correctly.
Goal 10: Knows that he should eat many kinds and colors of foods	A liking for new foods may be developed if they are served in varied and attractive ways. Children should be encouraged to eat a little of each kind of food served, but should not be forced to eat a new food, for it may tend only to emphasize their dislikes. Children may be encouraged to eat foods that are new and strange by being served small portions at parties. Their attention may be directed to the fun and not the food. Children should have the experience of planning the party menu as well as serving the food, and of being hosts or hostesses.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: (Continued)

A small garden provides actual experience in observing vegetables grow and finding out all the parts of vegetables that are good to eat. Since different crops are raised in different areas, it would be fitting to teach enough about local plants and field crops that the child might easily name and recognize such plants.

Children may classify foods by colors and determine the varieties they are served in the dining room. Children may be encouraged to bring in native foods and to cook and serve them. The importance of the Basic Four Food Groups should be stressed in relation to nutrition, correct elimination, and general bodily functions. Children may use cut-out pictures of foods to make charts illustrating the Four Basic Groups of a good breakfast, a good dinner, and a good supper. Models of foods may be made from clay, papier maché, or salt and flour. A play store which handles food may be used.

Goal 11: Washes fruits and vegetables before eating

Children have been taught to wash their hands before meals to keep from contaminating their food. They should know that dirt and germs settle on fruit and vegetables also, and that they need washing.

Children may wash apples or other fruit for a party, carrots or other vegetables for a late afternoon lunch or for a picnic.

Children may learn to wash vegetables such as tomatoes and celery under a small stream or spray; to wash potatoes, carrots or other vegetables with soil adhering to them with a brush.

Goal 12: Knows and practices common safety and traffic rules

Children at this level should understand school traffic rules and should take some responsibility in helping younger children observe them. These rules may include:

1. Keeping to the right.
2. Observing safety practices in the use of gates and sidewalks.
3. Walking facing traffic in order to see the approaching cars.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 12: (Continued)

4. Using a flashlight or wearing something white when walking along a road at night.

The teacher may invite a traffic officer to talk to the children about traffic signs, such as Keep to the Right, Stop, Railroad Crossing, Curve Ahead, Men at Work. Road signs may be made at school and placed where needed. Children may take turns directing traffic in the halls.

Children should learn that holes in the ground, rusty nails, old cans, and bits of glass are safety hazards which should be reported to the teacher.

Children may make a road of papier maché or other material, putting in hazards and appropriate signs.

Pupils should know that wagons should have lanterns, red reflectors, or other warning signals when used at night.

The class may take a trip to see how many road signs can be found. If possible, children should have the experience of crossing streets at intersections with traffic lights. Getting on and off the school bus properly should be stressed.

Goal 13: Prevents fires by taking proper care of oily dust cloths, shoe-shining cloths, or cloths used for waxing

By striking a match to a small piece of oiled or waxed cloth in a metal container, the teacher may demonstrate how readily cloth with oil or wax burns. He should explain to the children that oily cloths may get hot and start burning if they are put away in a closet or storeroom. If cleaning cloths are plentiful, they should be burned after use. If not, they should be washed, dried, and put away. Dust cloths or shoe-shining cloths may be washed in hot, soapy water.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 14: Does posture exercises

Helpful exercises for the pupil in learning correct posture are:

1. Lie on the back on the floor. Try to lessen the distance between spine and floor.
2. Stand with hips and shoulders touching a wall; after correcting posture, walk around the room holding correct form.
3. Do corrective calisthenics: sit-up, leg-lift, knee-bends, push-ups, and pull-ups.

Goal 15: Refines natural rhythmic play such as clap, run, march, jump, skip, hop, and sway

When children have maintained a fixed position over a period of time, it is advisable to give relief by changing activities. Such activities may include natural rhythmic movements which are valuable in providing an outlet for nervous energy. Some of the simpler ones are:

1. Clapping hands, using 3/4, 4/4, 2/4, and 6/8 time, accenting strong counts.
2. Marching 4/4 time.
3. Skipping 4/4 or 6/8 time (keeping knees high).
4. Bouncing a ball, using 2/4, 4/4, or 6/8 time.
5. "Riding a bicycle" in 4/4 time (run in one place, raising knees high).

The teacher should feel free to change activities at any time he thinks a change is needed.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 16: Carries out dramatic play

The purpose of this goal is to develop muscular coordination, as well as to give enjoyment. The actions involved should be purely dramatic and no material or equipment is needed. The children should be encouraged to use their imagination. Playing cowboys is an example of dramatic play that most children do naturally. The steps may include lassoing a pony, twirling a rope around the head, throwing the rope, galloping on a pony. The "horse" may then get tired and stop to breathe deeply. Other forms of dramatic play may be developed around <u>washing clothes</u>, <u>policemen</u>, <u>modes of travel</u>.

Goal 17: Performs the following basic skills: catching and throwing; running to a given mark and back; hopping on either foot; skipping using both feet; jumping using both feet; walking successfully on a low ledge; walking, running, galloping, and skipping to music; rolling, rolling over, or hanging properly on climbing apparatus and low horizontal bars

A number of physical activities have a stunt quality; they appear to say "Can you do this?" In this respect they challenge the individual to test himself, and therefore, they have been designated self-testing.

In checking performance on basic skills, achievement charts may be used to check off activities as they are mastered.

Goal 18: Does folk dances well

The children's past experiences will determine the folk dances to be taught at this level. In the beginning the teacher should choose simple dances that the children seem to enjoy. It may be well to start with singing games to develop some of the principal rhythmic steps. Examples of singing games are:

<u>The Thread Follows the Needle</u>
<u>Captain Jinks</u>
<u>How Do You Do, My Partner</u>.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 18: (Continued)

Some of the easier folk dances are:

Shoemaker's Dance
I See You
Pop Goes the Weasel.

The teacher himself should have thoroughly in mind the dance or game that is to be taught. Social Indian dances also may be used to advantage.

Goal 19: Chooses games for the group

At this level, if children have been taught a sufficient number of games, they should begin to develop some choice as to games they like best. The teacher should encourage individuals by asking them, "What games would you like to play when you go to the playground today?" Before going out, teacher and pupils should decide upon the formation of groups and the place where the game is to be played. Promptness in getting into places should be encouraged. Suggested outdoor games for this level are:

Cat and Rat
Double Circle
Wood Tag
Drop the Handkerchief
Follow the Leader
Run Rabbit Run
Three Deep

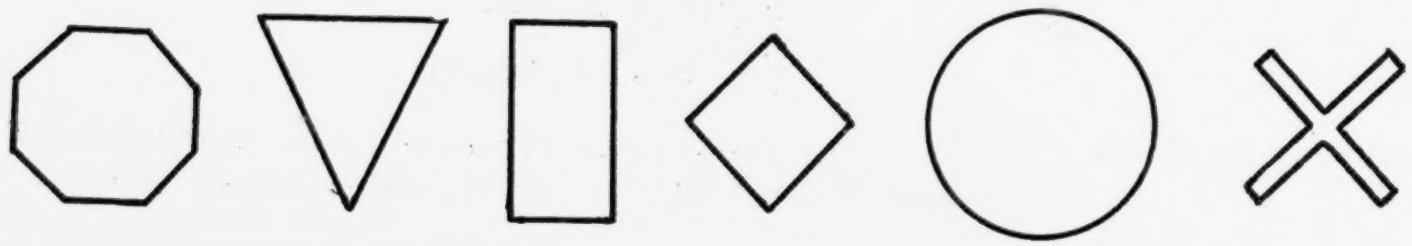
Each teacher who is responsible for the physical education of his pupils should have available at least one good book on games. Suggested books may be found in the reference list.

Most playgrounds are provided with slides, ladders, and bars. Some children may need encouragement to use this equipment. The safe use of playground equipment should be discussed frequently during planning and evaluating periods. Much can be done to develop among older children the habit of helping smaller children.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 20: Knows the meaning of common traffic signs

Children may find out the meaning of traffic signs with these shapes:



A policeman may be invited to tell how he checks traffic.

Goal 21: Knows how to play safely in and near water

Water safety practices which were learned at previous levels should be inventoried and reviewed.

When need arises for children to practice water safety, rules should be stressed, and behavior evaluated.

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SCIENCE

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Is able to identify many of the plants and animals common to the environment

Children may be encouraged to look for birds on the way to and from school and to describe them to the class. They may tell the class where they saw the bird and what it was doing. Other children may look for pictures of birds they have observed.

Pupils should be assisted in looking in books for pictures and names of unfamiliar birds. Sometimes they may consult their parents or other adults to help them with the naming of birds. Pupils may make a chart entitled Birds We Know, using pictures they have cut from magazines. Children may bring insects common to the community. They should be shown how to handle such live creatures humanely. Pupils may observe the insects and find out what they eat. If some of the children are interested, they may make and illustrate booklets describing the characteristic habits of the insects. Some reading charts may grow out of this activity.

An exhibit of the insects collected, appropriately labeled and displayed in the classroom, is interesting to children of this age and provides opportunity for continued observation and use of English.

Trips may be taken around the school grounds and adjacent area to locate trees and observe such characteristics as kind of leaves and bark, and shape of tree.

Pupils may make a picture map on which the trees are located in their proper places. The child may observe each tree to see if there are others like it near his home or on the bus route.

Children may collect leaves from the different trees and press and mount them in a booklet or on a chart beside an illustration of the tree from which they came.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Knows that man depends on plants and animals

Many children at an early age have a variety of experiences with plants and animals. These experiences may be enlarged upon by caring for a classroom pet, caring for plants in the classroom or in a small garden, or by visiting a farm, dairy, or ranch.

Pictures and stories about work animals may be used. At this level the concept of conservation may be introduced by using bird feeders, visiting a fish hatchery, and talking about forest preservation.

A school menu may be displayed in pictures showing the plants and animals from which the food comes. Children may have tasting parties using different foods.

Sample Language Implications Related to this Goal

Animals help us.
They give us food.
They give us wool for clothes.
They work for us.
Animals are fun.
It's fun to play with pets.
It's fun to ride a horse.

Goal 3: Develops an attitude of kindness and respect for living things

The teacher may guide the children in:

1. Building a bird feeder and a bird house.
2. Visiting a wildlife refuge and sanctuary.
3. Keeping classroom pets and caring for them.
4. Visiting a national forest or park and observing how the plants and animals are protected.

Children who have owned pets may tell how to care for them properly.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Understands something of how new plants are produced

Pupils may plant seeds inside glass jars near the side so that growth can be observed. They may help with planting seeds in a garden. A record may be kept of time it takes the seed to sprout and grow.

A cutting from a rose, a begonia, or any plant that will reproduce from a cutting may be planted in soil and its growth observed. Pupils may make cuttings from plants that grow from seeds to see if any of them will grow from cuttings, too.

Bulbs may be planted.

After projects have been completed in which plants have been grown from seeds, cuttings, and bulbs, children may be led to generalize concerning the growth of plants.

Children may grow a plant as a gift for a friend or relative and observe the growth of the plant.

They may make a chart showing a plant's life cycle, using a real plant as a model, and observing it from seed to maturity.

Goal 5: Knows that the sun, water, and food cause living things to grow

An experiment with plants may be performed in which one plant is kept in the dark; one is planted in sawdust; one is not watered; and one is planted in good soil and given water and sunshine. After such an experiment, pupils may summarize in a sentence or two what was done to each plant and what happened. Further observations may have to be made to verify conclusions. The children, with the help of the teacher, may consult science readers to check conclusions.

Through discussion and questions, the teacher may draw from the child a list of things an animal must have to keep alive. Pupils may make pictures of pets eating, sunning, or drinking. They may be able to write short

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

sentences about the pictures. Children may refer to simple science books to find information about the care of pets.

In the fall, children may observe animals native to their community to see what they are doing. The group may keep a diary of the observations. When a child makes a particular observation - such as that of a squirrel carrying nuts, or the fur on a rabbit getting heavier, or a snake going into a hole - he may tell the group about it.

Pupils may refer to science readers and to pictures of animals getting ready for winter. They may discuss the information they find, and observe carefully to see if they can find animals actually doing this. At the close of the season all the findings may be summarized by making science charts and classroom movies.

Goal 6: Knows that weather affects people in the way they dress, work, and play

Children have been reacting to air, water, and weather throughout their lives. Everyday events can be scientifically explained: air is everywhere; clouds, dust and smoke are in the air; water goes into the air; water comes out of the air when it rains, snows, or hails; cold makes water freeze, heat makes ice melt; thermometers have many uses; weather reports help us.

The teacher should capitalize upon the weather as it changes, to develop the concept that changes in the weather do affect the type of clothing people wear; what kind of work they do, and when they do it; and where and how they play.

Goal 7: Knows that the earth is round and that it is very large

The children may visit a hilltop or open space to observe places or objects that are near or that are far away. The teacher may guide children in developing the concept that they are only a small part of the large earth. Spontaneous behavior and conversation may give insight into the concepts the children have already developed.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 7: (Continued)	Pictures of astronauts walking in space with the contour of the earth in the background may be shown to help develop an understanding that the earth is round. A globe should be used to help children understand the shape of the earth.
Goal 8: Knows that the source of heat and light is the sun	The children may be encouraged to tell of experiences with light and heat from the sun; such as, feeling the heat and the glare on a bright day, getting very thirsty, or seeing plants wilting for want of water. Various objects may be placed in the sun and in the shade to learn which become warm and which remain cold. The concept of night and day should be extended.
Goal 9: Knows something of the use of electricity in the home, school, and community	The teacher may use children's knowledge of electric lights, electric fans, electric heaters, electric irons, and other electrical items to extend concepts of the use of electricity in the community.
Goal 10: Knows that man is exploring outer space	Use of radio, television, and pictures from magazines and newspapers may aid in furthering the interest children quickly develop in space travel. They may look at pictures of astronauts, satellites, and rocket ships. Toy airplanes, rockets, and space ships may be used in constructing a miniature rocket base and launching site.
Goal 11: Understands how the lever is a time saver and a helper	Children may conduct a search for levers by looking around in the schoolroom or building, outside the school, or in their homes. Many tools that are levers or combinations of levers could be brought to the classroom for the children to talk about. Experiments with the playground seesaw may be performed to help pupils see that a lever makes work easier.

LEVEL THREE

SCIENCE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Gains a basic understanding of the solar system and of man's exploration of outer space

Children may speculate on what they think the sun is like. From this speculation, the teacher may help them develop an understanding of some facts about the sun.

A flashlight and moving globe may be used to demonstrate day and night.

Mobile planets may be assembled from available materials such as papier maché, styrofoam, or rubber balls. A concept of the moon may be developed in a similar way.

Children may read comics, view television, or listen to radio stories about space travel or man's attempt to explore space. Such information may be used by the teacher to introduce scientific concepts about space.

Goal 2: Learns something about clothing materials, both native and commercial, and how they are produced

Children of this level are naturally curious about many things. The clothing they wear may furnish an incentive to find out how they get various kinds of clothing materials. If possible, wool may be secured to be carded, spun, and twisted into thread. Children may read stories about sheep and learn what is done with the wool.

Pupils may exchange letters and raw materials with children of other regions.

Visual aids may be used to show the relation between the cotton clothing worn by the children and the cotton plant.

Children may be guided in the following activities:

1. Reading about the silkworm and growing some to learn how silk is produced
2. Collecting pictures of various kinds of clothing and classifying them
3. Collecting and identifying samples of kinds of clothing commonly worn by the children

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

4. Burning threads from wool, cotton, and a synthetic material to determine what happens when they are burned
5. Finding out what shoes are made of, and determining the source of the materials.

Sample Language Implications Related to this Goal

Our clothes are made of different materials.

Name's shirt is made of cotton. Cotton comes from a plant.

Name's jacket is made of wool. Wool comes from sheep.

Name's scarf is made of silk. Silk comes from the cocoon of a silkworm.

Name's blouse is made of nylon. Nylon is made in factories.

Goal 3: Knows that magnetism, heat, light, electricity, and sound are forms of energy

Children may do experiments with magnets to find out what materials they will attract. An electric magnet may be constructed. A dry-cell battery may be used to ring a bell.

A tuning fork may be used to illustrate sound vibrations.

Pupils may perform experiments to produce heat by rubbing sticks together and by focusing sunlight with a lens.

Goal 4: Knows that science has affected the way people live and travel today, and how knowledge of science is making life better

An understanding should be developed that man always has made use of his environment to make a living. Pupils may investigate the way of life of their ancestors - the tools they used, the way they traveled, the foods they ate, their kinds of shelters - to compare them with modern lifeways of their own people and others. They may be led to discover what part science has played in making the changes. Such an activity could be purposefully integrated with a social-studies-centered unit.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: (Continued)	Children may be guided in generalizing that each generation leaves some new and different materials, ideas, and ways of doing things that make significant changes in the way their progeny live.
Goal 5: Extends knowledge about the surface of the earth - plains, mountains, deserts, oceans, lakes, and rivers	Children should develop the concept that the earth is big enough for mountains, deserts, plains, forests, farm lands, oceans, lakes, rivers and streams. The teacher should capitalize on the fact that some of the pupils may have seen many of these. Objects and pictures may be collected for a science center in the classroom. Children may perform experiments to show the processes of erosion.
Goal 6: Understands some of the ways conservation can be practiced	Children may visit a dam, reservoir, or wildlife conservation project. Pupils may become aware of the many uses of water and its importance to living things.
Goal 7: Acquires some understanding of how plants get food	Children have been taught that most animals care for their young. Now they may learn how different plants care for their seeds. They may observe pumpkins, melons, or apples to see how the seeds are protected, and examine beans and corn to perceive how the tiny plant in the seed is protected. Pinons and hickory nuts may be inspected to note how the seeds are safeguarded. Pupils should be led to determine that adult plants provide enough food for the baby plants to start to grow and that a seed has food for the plant until it grows leaves; a bulb has food until the plant starts.
Goal 8: Knows the six simple machines and acquires some understanding of how they make work easier	A machine such as a wagon may be used to show how a wheel and axle work to carry a heavy load. Use of a seesaw, nut cracker, or fishing pole may demonstrate how a lever

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

facilitates work.

A saw, nail in a board, or chisel may be used to demonstrate a wedge.

A wood or metal screw, drill bit, nut and bolt, and spring are good examples of the screw as a simple machine.

Rolling a barrel up a ramp exemplifies an inclined plane. A road going up a hill is another example of an inclined plane.

Examples of a pulley are a block and tackle, or a reel-type clothesline.

Pupils may investigate ways Indians carried loads when they traveled from one area to another.

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NUMBER CONCEPTS

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Understands that addends may be rearranged without affecting the sum	Much practice should be given in regrouping a variety of objects to show that rearranging groups does not change the sum of the groups. Symbols used to denote grouping should be introduced; e.g., ( ), {}.
Goal 2: Understands that zero does not change value when used as an addend or subtrahend	Children should frequently practice grouping objects to show that quantity does not change unless something is added or taken away. (Zero is identity element for addition and subtraction.)
Goal 3: Understands that when 3 addends are used, 2 addends must be combined before the third is added	Working with cross number puzzles and magic squares are activities through which this concept may be developed and which should be of interest to children. (Mind can operate on only two numbers at once.)
Goal 4: Counts by 2's to 24; 5's and 10's to 100	Children should practice grouping actual objects; such as, seeds, pennies, marbles, and pebbles, in groups of 2 and of 5. Children may count the objects by groups: 2, 4, 6, 8, ...; and 5, 10, 15, 20, ... After concepts have been developed through concrete experience, children may count by rote by 2's and 5's. There are many real situations which provide opportunity for counting by 2's and 5's. When playing hide-and-seek, the person who is "It" may count by 5's while others hide. Many games are scored in 2's and 5's. In choosing partners for folk games and dances, children may count the couples by 2's. After meaning has been established, the child may count by rote for practice. Practice may lay the foundation for understanding multiplication and division. In handling groups of 2's, a child may discover that 4 contains two groups of 2 each; that two groups of 5's are 10; and so on.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Identifies 25¢ and 50¢ coins

The child has been taught to identify a cent, nickel, and dime by handling money. By the same method, he may be taught to idencify a quarter and a fifty-cent piece.

He may handle all the coins to see which is larger in size, which is heavier, the kind of metal in each, and the designs on each. He may feel them to determine which coins have the smoother edges and which have the rougher edges.

Goal 6: Makes change correctly with coins to 25¢

Activities have been suggested at previous levels to teach the child to make change with pennies and nickels and dimes. Five nickels may be placed in a pile and the child asked to find one coin that will buy as much as five nickels.

Children may play store with one child acting as purchaser and the second as clerk. The teacher may refer to Level One for other suggestions.

Goal 7: Develops understanding of expanded notation to include three-place numerals

Two-place numerals may be represented by grouping objects into 10's and 1's.

36 = 3 groups of 10 and 6 ones, or 36 = 30 + 6.

When the above concept is understood, it may be extended to include three-digit numerals.

Activities related to expanded notation should be used to develop an understanding of place value.

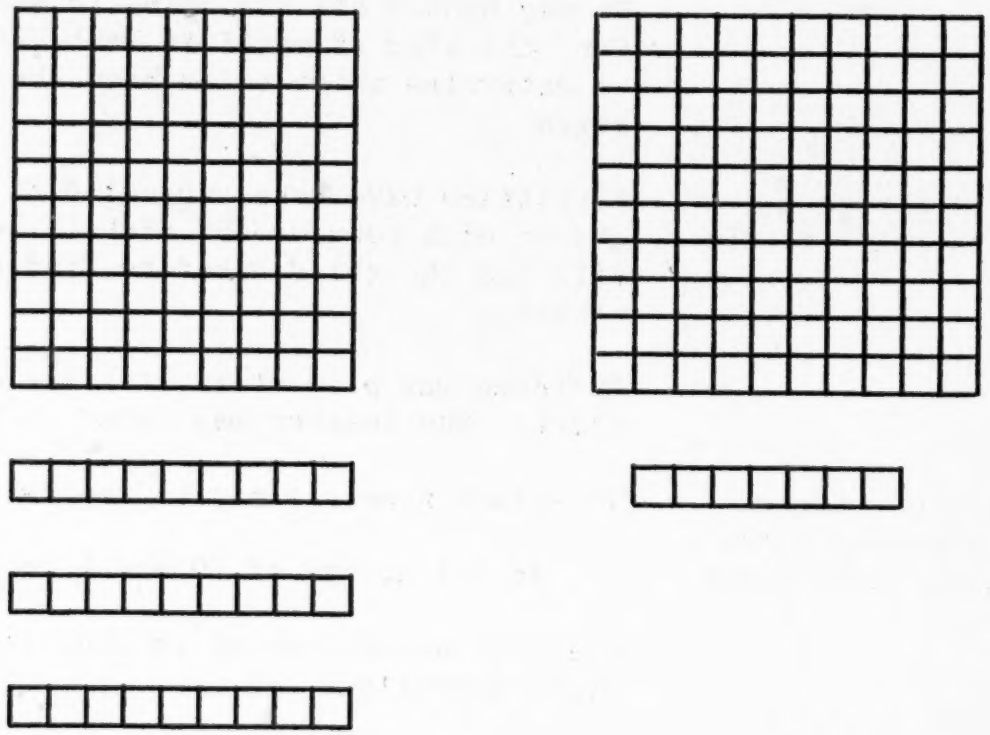
Goal 8: Understands the counting process to 1000

To extend the meaning of numbers, the teacher may prepare cards that list several two-figure or three-figure numerals. The child may select a card, then illustrate each numeral by using pictures of objects in groups of ones, tens, and hundreds.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

Squares similar to those illustrated, made of paper or cardboard, may be used.



Goal 9: Understands relation symbols and vocabulary for more than, less than, equal to, not equal to

Pupils need much practice in verbally comparing objects which they have grouped. When oral comparisons can be made correctly, children should be guided in writing the comparisons with the correct numerals and relation symbols. Examples:

$4 > 3.$ $3 < 4.$ $4 = 4.$ $3 \neq 4.$

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: Learns that subtraction is the opposite of addition

Additions concepts should be evaluated. Subtraction should be introduced in relation to the child's understanding of addition as a union of sets. Through much practice in removing and separating sets, the teacher should guide the child in establishing an understanding of subtraction as the separation of sets and as the inverse of addition.

Goal 11: Recalls automatically addition and subtraction combinations to ten, and groups objects not exceeding twenty

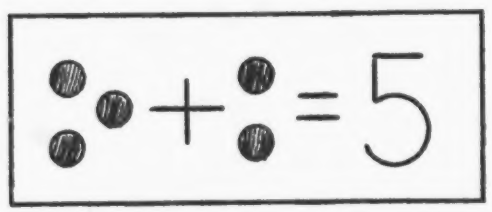
At Level One, activities were suggested for grouping concrete objects to ten in various combinations. When it is determined that children have attained this accomplishment, they may be taught to associate the correct number symbols with concrete groupings, and then to recall automatically the sums of all groupings to ten.

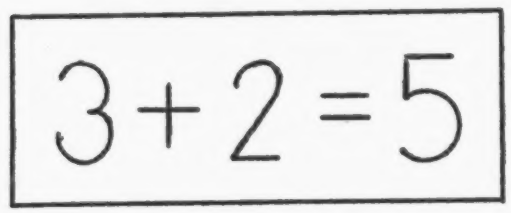
They should have frequent practice in grouping marbles, seeds, pencils, and other classroom materials. Example:

and marbles

The child may write the numeral 3 and the numeral 2 and place them beside the groups which they represent. He should be led to discover that if the two groups are combined, the total is 5 marbles. The process should be reversed by writing in figures 3 and 2 are ____. The child may place three objects under the figure 3 and two objects under the figure 2 and then write 5 in the blank.

After much practice similar to the preceding, the child may learn that a shorter way to write 3 and 2 are 5 is 3 + 2 = 5. For reinforcement, drill cards may be prepared with dots on one side and numerals on the other side. Example:





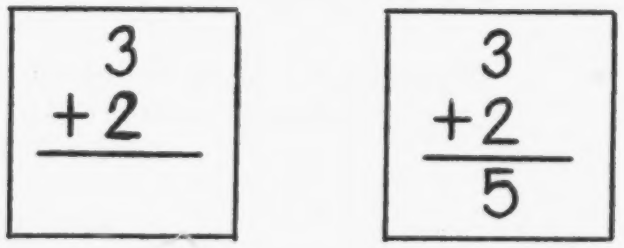
EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 11: (Continued)

When children can recall automatically all of the combinations to ten, written in the left-to-right form, (3 + 2 = 5), they may be introduced to the same combinations written in column form:

$$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$$

Drill cards with the combinations in column form, and with the answers to the combinations on the back of the card, may be prepared. Example:



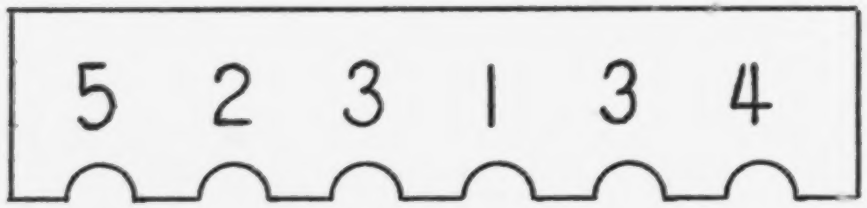
The teacher should provide pleasurable situations that will call for the use of the combinations to ten; such as, tenpin games, or ring-toss games. A child may be given two throws, so that his score may be a total of two trials.

A board with numerals placed over holes cut along the edge may be placed on the floor in a corner of the room. The children may divide into teams of two persons each. Each child tries to roll a marble into one of the holes. The score of each team is the sum of the scores of its two members. The larger numbers should be at each end of the board. If the child aims at the larger numbers and his marble misses the hole, he gets zero. Such practice may aid in the development of the concept of zero and in recognition of the

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 11: (Continued)

symbol for zero. One child may act as scorekeeper for the game. Scorekeepers should be changed frequently.



Goal 12: Develops an understanding of multiplication and division with products and dividends not to exceed 9

Much practice should be provided in set union and partition to develop the concepts of multiplication and division.

Children should often group and regroup sets of concrete objects to gain an understanding of multiplication. They should have much practice in interpreting illustrations which depict multiplication through set union. Finally, practice should be given in reading, writing, and working from mathematical sentences in multiplication.

The same procedure should be followed to develop and extend concepts of division. Children should be helped to perceive division as the reverse of multiplication.

Goal 13: Understands some number sentences

Children should practice saying and writing many numerals and word sentences to represent an identical idea. Examples:

Two plus two equals four.
2 + 2 = 4.

Three minus two equals one.
3 - 2 = 1.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 13: (Continued)

Four groups of two equals eight.
4 x 2 = 8.

Eight objects divided into groups of four equals two groups of equal size.
8 ÷ 4 = 2.

Goal 14: Solves one-step story problems with or without numerals involving addition or subtraction as illustrated in activities column

Children should have experiences in recognizing place-holder symbols; e.g., ( ), 0, ?, X, ___, and in solving problems of the following types.

Finding the difference when the original number and the number taken away are known. Example:

8 children are playing ball outside.
5 children go inside. Then how many children will be playing?

8 - 5 = ?

Finding the original number when the number added and the total number are known. Example:

Mary had some cookies. Her mother gave her 5 more. Then Mary had 7 cookies. How many cookies did she have at first?

___ + 5 = 7.

Finding the original number when number taken away and number remaining are known. Example:

John had some marbles in a box. His friend took 3 of them away. There were 2 left. How many marbles did John have at first?

___ - 3 = 2.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 14: (Continued)

Finding the total number when the original number and number added are known. Example:

3 boys were playing. 3 more boys came to play. Then how many boys were playing?

3 + 3 = ___.

Goal 15: Divides materials and objects into halves, thirds, and fourths, and discusses these parts on an oral basis, only

Children may cut such things as apples, bananas, carrots, and candy bars into halves and thirds.

Pupils may divide 12 objects into two groups to discover that 6 objects are one-half of 12. They may divide a dozen oranges into halves and into thirds to discover that 6 is one-half of 12, and 4 is one-third of 12.

At this level, children may divide actual objects or groups of objects, but should not be introduced to symbols 1/2, 1/3, and 1/4.

Sample Language Implications Related to this Goal

This is a whole sheet of paper.
I can divide it into two pieces.
I have two halves.
This piece is one-half of the sheet of paper.
This piece is one-half of the sheet of paper.

Here are twelve blocks.
I can divide the twelve blocks into two groups.
These six blocks are one-half of the twelve blocks.
These six blocks are one-half of the twelve blocks.
I have two halves.

NUMBER CONCEPTS

LEVEL THREE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Extends his skill in addition:

1.a. Recalls automatically all addition facts

1.b. Does single column addition of three figures with sums greater than 9

1.c. Uses two- and three-place numbers not involving regrouping

Children's ability to work with addition facts through ten should be inventoried. The same techniques and procedures as suggested at Level Two should be used in fixing the remainder of the addition facts.

Some of the following activities may help in introducing the various steps in this goal. As far as possible, the teacher should make use of projects or activities being carried on by the group or by the community. Such problems will be similar to the arithmetic experiences of all the children at this level. Adding miles traveled to school in two or three consecutive days, buying and selling at the store, keeping scores in games, adding collections, and adding money make to increase the classroom account are activities in which children may engage.

To check the accuracy of column addition, the teacher should guide pupils in adding the column in the opposite direction. If the second answer varies from the first, the child may be instructed to add up and then down the column until he gets the same answer both ways.

Goal 2: Extends his ability in subtraction:

2.a. Recalls automatically the 100 subtraction facts

2.b. Subtracts three-column problems without regrouping

2.c. Subtracts dollars and cents in subtraction problems

Care should be exercised to develop the concept before utilizing drill.

Some children will need more individual help than others; therefore, continuous regrouping of the children is necessary.

Material for supplementary work and drills may be found in textbooks and workbooks. The teacher should select materials related to needs of the children. Textbooks or workbooks should not be followed page by page from beginning to end.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: Extends expanded notation to four-digit numerals

An understanding of place value should be extended. Experiences should be provided for children to regroup two- and three-place numerals before they are introduced to regrouping four-digit numerals.

Goal 4: Rounds numbers to nearer 10 or 100

The teacher should guide children in developing an understanding of rounding numbers to nearer ten through the analysis of numbers which are nearer ten than five, and others that are nearer groups of ten; e.g., 28 rounded to nearer ten is 30. The number line may be used to clarify this understanding.

When children have gained some facility in grouping to nearer ten, they may practice grouping nearer one hundred.

Goal 5: Adds numbers involving regrouping

The children will need this kind of addition when buying several articles at a trading post; selling wool, cattle or other farm products; finding the amount of gasoline used for the school bus over a period of time; the number of children in several schools on the reservation; the cost of clothing; the total weight of lambs or cattle sold; the number of people getting X-rays in several communities on the reservation; the total population of several nearby towns, or several districts on the reservation; the number of tickets sold over a period of time; the total of mail-order purchases.

When the child perceives a need for the use of addition in these situations, he should be taught the necessary steps of computation.

A sound, fundamental understanding of the basic facts of addition is essential to comprehension of carrying. Pupils should have many first-hand experiences in grouping and regrouping twigs, toothpicks, or other items as a foundation for regrouping from a study of pictures, and for the mental regrouping necessary in adding numbers in which carrying is involved.

It is recommended that teachers follow procedures suggested in the arithmetic text used by the school to develop concepts of carrying.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 6: Extends concept of ordinal number to include multiples of 10	Children may have practice in relating day of month, day of the year, and holiday dates with ordinals.
Goal 7: Reads and writes numerals that represent dollars and cents	The teacher should take advantage of every natural situation to give children experience in reading and writing numbers with a dollar and cents sign.
Goal 8: Makes change to a dollar with 25¢, 50¢, 10¢, 5¢, 1¢	Since children make purchases involving fairly large amounts of money, they have a real need to learn to make change. Children should learn to make change by the additive method in playing store. For example, the "cost" of an article is 18 cents and the child gives the "storekeeper" a quarter. The "storekeeper" would say "18," referring to the price of the article, "19, 20" counting the two pennies; then, counting the nickel he would say "25." The child should count at the same time the "merchant" is giving it to him, or check on it before leaving the "store." Children at this level may profit by being sent on errands that involve bringing back change, and correctly counting the change as they place it in the teacher's hand. A strict accounting for change may help to instill the importance of accuracy and dependability. Opportunities should be provided for children to make actual purchases under teacher guidance.
Goal 9: Reads and writes numerals through ten-thousands	Children should have practice in grouping ten hundreds to make one thousand. The word <u>thousand</u> should be stressed in relation to this activity. Pictures may be used to help children visualize thousands, hundreds, tens and ones.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 9: (Continued)	After oral practice in recognizing groups of thousands, children's concepts and skills should be extended to include reading and writing numerals through ten thousands.
Goal 10: Learns basic facts through products and dividends of 36	Pupils may learn basic multiplication and division facts for groups through 36 by manipulation of objects, and through the study of illustrations of these basic facts. Children may make their own drawings to illustrate the groupings related to a particular fact. The teacher should proceed slowly so that children may become thoroughly familiar with these basic facts before they proceed to other work.
Goal 11: Uses the symbol for 1/2, 1/4, 1/3, and extends understanding to include fifths, sixths, sevenths, and eighths	The meaning of 1/2 may be extended by sharing an apple. Soap may be divided into two pieces. Children often use 1/2 sheet of paper, or 1/2 of a paper towel. Measurements are counted to the 1/2 inch. Children at this level are familiar with 1/2 dollar. A cup is 1/2 pint. Any sharing where the article can be divided in halves, thirds, or fourths may give meaningful experience. Children may divide an object or groups of objects into equal parts of the whole and choose correctly the name for the part to extend understanding to include fifths, sixths, sevenths, and eighths. They should be taught to read and to write the symbols for a half, third, and fourth.
Goal 12: Solves one-step problems without numerals involving addition and subtraction, using a variety of place holders in writing the mathematical sentence	The child of this level should be able to solve the following types of problems: 1. Finding the total when the original number and the number added are known

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 12: (Continued)

Example: Jim had 6 apples. Tom gave him 3 apples. How many did Jim have then?
9 + 3 = ☐?

2. Finding the difference when the original number and the number taken away are known

Example: John had 9 puppies. He gave 7 away. How many did he have left:
9 - 7 = ☐?

3. Finding how many were added or needed when the original number and the total or desired total are known

Example: Jim had 3 horses. After his father gave him some more, Jim had 5 horses. How many horses did Jim's father give him?
3 + ____ = 5.

4. Finding the original number when the number added and the resulting total are known

Example: Jim had some puppies. Tom gave him 3 puppies. Then he had 7 puppies. How many puppies did Jim have to begin with?
_
_ + 3 = 7.
_

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 12: (Continued)

Sample Language Implications Related to this Goal

Situation: Group of ten children working under teacher's guidance. Child A and B carry out the acting. Child C asks the question. Child D gives the answer. Child E writes the whole problem on the board in mathematical symbols. Other pupils in the group may write the whole problem in mathematical symbols on their papers.

Child A: (Jack) I want six blocks.
B: (Mary) Here are four blocks.
C: How many blocks does (Jack) need?
D: (Jack) needs two blocks.
Child E: (Writes the problem and solution in the various appropriate mathematical sentences.)

Child A: (Jack) I have 7 blocks. Here are some for you.
B: (Mary) (Jack) gave me 3 blocks.
C: How many blocks does (Jack) have left?
D: (He) has 4 blocks left.
Child E: (Writes the problem and solution in the various appropriate mathematical sentences.)

Child A: (Jack) Here are five blocks. (Giving them to Child B)
B: (Mary) Now I have eleven blocks.
C: How many blocks did (Mary) have at first?
D: (Mary) had six blocks at first.
E: Writes:

$$\begin{array}{r} 11 \text{ blocks} \\ -\ 5 \text{ blocks} \\ \hline 6 \text{ blocks} \end{array}$$

or ___ blocks + 5 blocks = 11 blocks.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 12: (Continued)

Child A: (Jack) I'll take seven of your blocks.
B: (Mary) Now I have five.
C: How many blocks did (Mary) have at first?
D: (Mary) had 12 blocks.
E: Writes: 7 blocks
+5 blocks or ___ blocks - 7 blocks = 5 blocks.
12 blocks

Child A: (Jack) I have 2 blocks.
B: (Mary) Here are 3 more.
C: How many blocks does (Jack) have now?
D: (Jack) has 5 blocks now.
E: Writes: 2 blocks
+3 blocks
5 blocks in all.

Goal 13: Tells time to the nearest minute interval

When children can tell time by the hour, half-hour, and quarter-hour, they may be helped to tell time to the nearest 5 minutes by noting the time for various activities during the school day; such as:

We wash our hands at 11:55.
We have recess at 2:15.
We read at 9:25.

Goal 14: Recognizes standard measures: inch, foot, yard, pint, quart, cup, dozen

Recognition of measurements should be taught in meaningful situations. Measuring a book, if you need to find out how deep to make a shelf, is a meaningful experience. Measuring a book just for the sake of measuring is of doubtful value. Meaningful measuring experiences should be stressed. No new terms of measurement should be introduced except in meaningful situations. Each child should have many experiences in measuring. Buying things by the dozen, such as cookies, rolls, eggs, and oranges, provides an experience for children to learn that 12 things make a dozen. They may learn that classroom pencils come in packages of a dozen.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 14: (Continued)

Pupils may measure one another to determine their heights. This activity may be purposefully related to speaking goals concerning taller than and shorter than.

Children may measure distance in yards or feet to see how far to set the goal in a game such as bean bag. They may measure the distance to place the Snellen Eye Chart. They may measure material for costumes, paper for a homemade movie or frieze, screen needed for a door or window, space for placing a picture.

Pupils may measure liquids required for a party, and count the cups or 1/2 pints of milk served at a meal.

Goal 15: Recognizes commonly used postage stamps, and knows when to use each

A worthwhile activity for this level is a classroom post office. Children may keep stamps of various denominations for sale. This may aid children in learning to recognize stamps of various denominations, and their uses. It also may help them in learning to handle money and to respect property not their own.

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BASIC GOALS FOR ELEMENTARY CHILDREN

LEVELS FOUR, FIVE AND SIX

BUREAU OF INDIAN AFFAIRS
DEPARTMENT OF THE INTERIOR

RC 000288

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Lawrence, Kansas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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BASIC GOALS

for

ELEMENTARY CHILDREN

LEVELS FOUR, FIVE and SIX

VOLUME III

Prepared by
Bureau of Indian Affairs

1966

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I N T R O D U C T I O N

Bureau teachers, counselors, administrators, education specialists, and others interested in Indian education, long have been engaged in developing and revising guides based on needs and common experiences of Indian children to provide a framework for planning curriculums. A committee of educators from eight Areas and the Central Office, prepared this 1966 revision of the guides, Basic Goals for Elementary Children, composed of four volumes, and a scope and sequence chart in three sections. Acting as consultants to the committee, for varying lengths of time, were two tribal councilmen and two linguists, one of the latter from the Bureau and one from the Center for Applied Linguistics.

Basic Goals for Elementary Children, from the beginners level through the eighth, are guides only, to be used by teachers and other staff members in planning and organizing curriculum to meet the specific needs and interests of the children of their schools. The structured content reflects concepts, attitudes, and skills believed to be realistic and essential for Indian children to acquire in order that they may cope adequately with their environment and further their education.

These guides are not intended to be restrictive nor limiting, nor to be the final word in Bureau elementary curriculum. School staffs are urged to use them, to examine them for strengths and weaknesses, and to determine needed changes in content and format for future revisions.

In developing the guides, much effort has been put forth to indicate and to suggest learning content at each level, which will prepare Indian children to compete favorably with their peers in other school situations, which is compatible with the maturity of the children, and which takes into account both the rich cultural heritage of the children and their unfamiliarity with culture groups other than their own.

Throughout the total framework of the Basic Goals for Elementary Children, from the beginning year through the eighth level, there can be traced many important themes or basic concepts that should be developed with children as they progress through the years. Such structuring and sequencing of content gives direction to planning and organizing the local curriculum, yet permits much freedom for varying the emphases to accommodate the needs and interests of children of any particular school.

School staffs and individuals will find various ways to use the guides in their curriculum work. Some committees may find it helpful in using the three sections of the chart and the manuals to begin by:

1. Identifying an important theme, tracing it from the beginner through the eighth levels, or occasionally reversing the order and naming the theme appropriately.

2. Setting aside, for working purposes, goals in each level which reflect this theme and using these goals to serve as the nuclei of teaching units at each level.

Skillful development of these units with the children at each level will help them to deepen and extend their experiences, insights, understanding and skills, and advance their development of concepts related to a particular theme.

Another approach might be to:

1. Clearly identify, without referring to the guides, an important concept which teachers and parents believe children should develop.

2. Study the chart to determine if this concept can be traced from level to level; record the goals that manifest this concept or theme; write in additional goals that are needed to help guide the children in exploration and concept development.

3. Use relevant goals at each level as the nucleus for unit development. At times a single goal may be broad enough for the nucleus around which a great deal of learning can be acquired. More often, related goals may be selected from the various learning areas and clustered to form the nucleus of a unit.

The suggestions on activities, techniques, and bibliographies are not assumed to be exhaustive in any instance. While many good suggestions have been made, they must through necessity be limited in these guides. These are offered to help the teacher get started. It is expected that he will make additions and deletions to better achieve his purposes. Teachers will note changes in the format of the Basic Goals. Currently there are four volumes. The goals are arranged within content fields and a carefully prepared bibliography follows each subject area in each volume. These changes came about as a result of committee work in which individuals worked in the areas of their greatest competence and submitted goals by areas and levels. It is hoped that the more compact volumes with easy, ready reference, and useful bibliographies, may offset some apparent disadvantages such as fragmentation of goals, which makes it difficult to recognize flow from level to level and from subject area to subject area.

To function in English, the language of the school, Indian children must be able to communicate in English. To communicate in English requires mastery of language items to the extent that they can be produced spontaneously and automatically in correct context.

Communication in English involves real responses to real situations. For the Indian child coming to school speaking little or no English, or substandard English, his responses are an outgrowth of learning and the application of pre-arranged pattern drills. Time and effort must be devoted both to the sequential and structural practice of English and to the use of this English in other subject areas.

No attempt has been made in this guide to develop a structured sequence for the teaching of English as a second language. However, a number of suggestions appear for the use of situational or functional English. In addition to suggestions in Speaking, sample language implications appear at each level and in each subject to indicate how there may be carryover of patterns learned, or being learned, into all areas of work. Patterns developed through sequential practice should be related to children's activities and experiences such as those in the dining room, the dormitories, and on the playground. To have a quality program in English as a second language, emphasis must be placed on communicating in English throughout the school day.

BUREAU EDUCATIONAL PHILOSOPHY

The basic philosophy of the Bureau of Indian Affairs encompasses the belief that all Indian children must have the opportunity to realize their full potential and to become useful members of society.

The great explosion of knowledge demands from each child independence and self-initiative. To facilitate ongoing and independent learning, teachers should have access to widespread and well-organized materials and services. They should bend their energies toward developing attitudes of discovery, problem-solving, research, and experimentation leading to creative and critical thinking. More specifically, the Bureau objectives for Indian education are as follows:

A. To provide a climate conducive to aesthetic, social, and intellectual development

B. To develop communication skills

C. To develop and maintain sound health of body and mind

D. To develop a feeling of belonging, a feeling of importance, and a sense of security coincident to an adequate self-image in both the Indian and non-Indian society.

E. To maintain pride in Indian heritage and to develop awareness, understanding, and respect for other cultures

F. To develop a code of values acceptable to the student and to the society in which he lives; and to motivate in him a desire to practice it

G. To develop economic competency

H. To develop an inquiring mind.

G U I D A N C E

L E V E L F O U R

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Realizes he is a responsible person

The expected outcome of this goal is: "I am reliable. I am trustworthy. You can count on me. You can depend upon my word. I keep my promise. I will pay my debts." The development of this concept of being a responsible person can be interwoven in the fabric of every learning activity.

Goal 2: Works independently and has an opportunity to make many routine choices

When most primary goals are achieved, children are ready to expand their horizons. During the primary years, emphasis was on group needs and belonging to the group. Throughout this time of socialization the stress was on group conformity. Now, however, some emphasis should be placed on independence of action. Each pupil should realize that in order to learn, he must do his own assignments, and that copying from a neighbor can be a definite hindrance to his educational progress. He can learn that, while satisfactions can be obtained from many group activities and achievements, there is also much satisfaction to be gained from independent action, independent thought, and independent choices. The teacher should create multiple opportunities for pupils to gain experience in making routine choices.

Goal 3: Takes responsibility for doing his share in and around the school

The teacher, or other adults responsible for the guidance of pupils in assuming responsibility, should make it possible for each child to accept responsibility and share in all phases of school life, whether it be watering plants, cleaning up after a work period, keeping the restroom clean, or washing dishes after a party.

In order that the child may learn to do a certain piece of work, the teacher or some other adult should work with him first, showing him how to do each step and how the job should look when completed. Standards of work should be set and maintained. During the training period the child should be helped to improve the quality of his work. Later he should be checked frequently to see that he is maintaining the standards and is completing his work. Praise should be given for a job well done. Continued effort should be exerted to develop an appreciation and respect for work.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

The teacher and children should plan and select committees for various tasks that need to be done. Lists of committees should be posted where the children can see them. Each child should be held responsible for his work, whether it is to be completed today or next week. He should serve on a committee until he has had the satisfaction of doing a task well but not long enough to become bored with that particular piece of work.

Goal 4: Respects privacy of those who are resting, eating, talking, or are otherwise occupied

Children need to learn that it is discourteous to enter private living quarters, other than their own homes, without knocking and waiting to be admitted. Errands to the quarters of adults living in children's dormitories or on campus will afford opportunities for children to practice the correct behavior. Persons called upon may be asked in advance to lend cooperation.

Bureau employees can contribute to such learning by observing proper courtesies when visiting Indian homes.

Children need to be guided in understanding that when adults have irregular eating and resting hours, they should not be disturbed during those hours, unless absolutely necessary. Children should not call at employees' quarters nor be noisy near them. If children wish to play the radio, they should turn down the volume. In a dormitory situation, information should be given to children regarding employees who have irregular schedules, and the children should be guided in being considerate of these employees.

Sample Language Implications for this Goal

Mrs. [Name] is resting.
Let's play away from the building.
Let's ask Miss [Name.]
Oh, she's talking to someone.
We'll come back later.
Hi, Bill, let's play checkers.
Jack wants to do his arithmetic. Let's go to the living room.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: Begins work promptly and tries to finish on time	Children may estimate the time necessary to complete a particular assignment and check time schedules when the work is completed. Children might also evaluate the completed work with teacher assistance. When necessary, work habits previously established should be reviewed. /Zirbes (12).
Goal 6: Begins to relate education with work	Children at this level should have many opportunities to relate what they are doing in the classroom to the world of work. A unit relating school work to basic careers may be helpful in the development of this concept.
Goal 7: Develops sound work habits	A child can enjoy doing necessary tasks and doing them well, if he learns to accept work as a part of everyday living. Many activities during the school day will lend themselves to the accomplishment of sound work habits. Stress should be placed on developing respect for work.
Goal 8: Learns to save money for future needs	Children may expand their understanding of saving for special purposes through accumulating money in the school bank until a sufficient amount is saved for the special need. They may decide that it is important to save money in order to get something that is very much wanted. Each child may save in order to pay his membership fee in some group or to contribute to some organization. /Zirbes (12).
Goal 9: Increases knowledge of personal items that may be bought and where to buy them	Children need to expand their knowledge of available personal items that are on the market. They may make a list of common items sold in stores, or study mail-order catalogs for identifying items for personal use.
Goal 10: Has respect for public and private buildings, school property, and recreational areas	Through assembly programs pupils may dramatize ways they can help care for private and public property. The concept can also be developed through group discussions, bulletin boards, and field trips. Children need to be helped to realize that individuals have a personal interest in and responsibility for recreational areas and public buildings.

G U I D A N C E

L E V E L F I V E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Accepts and respects himself and his role in society	At this level children are entering a developmental stage during which they will establish either acceptance or non-acceptance of self. The alert teacher can help stabilize these early attempts of the pupil to accept and respect himself as a unique individual, as a human being, and as an Indian. Since the Indian youth will find himself in a transitional state, culturally and physically, he will need many opportunities to accept his emerging new self and to respect his cultural self. The importance of this concept lies in the idea that one will not be able to accept others, and work harmoniously with them, until he first accepts and respects himself. /Bauer (14), (Gordon (24), and Neugarten (20).
Goal 2: Helps to set standards for self and the group	At this level, the pupil should be provided opportunities to set higher standards of behavior or achievements for daily activities, for special activities, and for field trips.
Goal 3: Knows how to do each piece of work for which he is responsible and does it well	Pupils of this level have been taught that there is an accepted way of doing each piece of work. They have developed and applied some standards of neatness for school work. They have learned how to clean their classroom according to standards set by the group and teacher. They have been taught to set the table and wash dishes according to approved standards. At this level, emphasis should be placed on developing an understanding that in any piece of work assigned one must first learn how the work is to be done; that there can be enjoyment associated with doing a task well; and that any kind of work well done is honorable.
Goal 4: Plans and budgets his time, with the help of others	Pupils should be given an opportunity to learn to use time to the best advantage and guided in using it wisely. They may help plan the day's activities, some of which need to be completed within an alloted time, and may help decide how many activities should be undertaken in a period of time. Some children may still need help in understanding the purpose of the cleanup period, and the warning bell. They should be guided in comprehending and respecting the purpose of these.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

Continued emphasis should be placed on aiding children in getting to activities on time.

Sample Language Implications for this Goal

Teacher: What are you going to do tonight?

Pupil: After school we're going to shoot baskets. Right after supper I'm going to finish writing my social studies report. Then I'm going to press some clothes. At 7:30 I'll go to the basketball game.

Teacher: Why do you think this is good planning?

Pupil: I planned a time for exercise, a time for study, a time for grooming, and a time for fun.

Goal 5: Continues to relate education with the world of work

Relationships can be drawn between what is learned in the classroom and what is needed in the world of work; i.e., relationships between work habits established in the classroom and those necessary on the job. As children read career-related books concerning firemen, nurses, doctors, policemen and others, they can be guided in forming relationships between habits, attitudes, and knowledge necessary for these careers and those which they are acquiring in their elementary education. /Jackson (7), Kirkendall (16), and Super (10).

Goal 6: Understands he must repay what he borrows

Through a discussion of returning borrowed items to the storage room, pupils may begin to draw conclusions regarding borrowing and paying back.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: Spends his money wisely	A child needs to begin to identify common factors influencing the price of goods and services. He needs to become "value conscious." Opportunities should be provided for children to analyze facts advertised in relation to an item and the item itself. The group might discuss factors which affect prices of articles; i.e., quality of material, craftsmanship, decorations, and trimmings.
Goal 8: Assumes increased responsibility for care of school and individual property	Pupils can participate in checking the care of school property. They may try to locate and return lost articles to the rightful owners. Opportunities might be provided for some to work with younger children in caring for school and individual property.
Goal 9: Understands property rights of others when shopping	Discussions should be held to set procedures and standards for shopping excursions. Groups should be taken on shopping trips to practice procedures and maintenance of standards set. Following such trips, pupils should be provided an opportunity to evaluate their behavior.
Goal 10: Understands the physical and social differences between male and female; understands role differentiation as to male or female identification	The purpose in accomplishing this goal is to guide pupils in reinforcing the self-concept of "I am a male" or "I am a female." Within the framework of school policy, in the proper setting, and by informed adults - teachers-guidance; school nurses or doctors; or social workers - boys and girls, separately, need to be given frank answers to their questions about sex and reproduction. In boarding schools this information may be handled by the guidance staff. Research has shown that such information does not lead to increased experimentation, but relieves stress and anxiety resulting from misinformation. The academic teacher can assist boys and girls in developing an understanding and tolerance for each other as males and females through group work and through social activities. It is the teacher's responsibility to generate a classroom environment which is neither too feminized nor too masculinized. As children begin to mature boys need guidance from all staff members in identifying with males, and girls need help in identifying with females.

G U I D A N C E

L E V E L S I X

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Understands he can be adequate to meet life's challenges and problems

In this case, adequacy has the meaning of feeling equal to the requirements of living in this modern age and to meeting effectively the problems of cross-cultural existence. Indian parents, tribal leaders, teachers, and counselors need to stress that adequacy, or the lack of it, is an important factor in the general adjustment, or maladjustment, of an Indian individual.

The teacher should emphasize self-adequacy throughout the day. Each child can be given multiple opportunities to be successful. He can be given assurance that he is a worthy individual. He can be assisted over the "rough" spots when he fails. He can be assured that as all other members of the human race, he will be successful in some endeavors and will fail in others. He can also be guided in believing that he has within himself the potential to meet life's problems and challenges in a satisfying way. /Kirkendall (15), Neugarten (20), and Wrenn (23).

Goal 2: Joins his groups in developing and improving acceptable work and behavior standards

Before an activity, the group should discuss and set standards. When the activity is completed, the class may appraise results according to the standards set. The group may analyze how careful plans and records facilitate work. Continued stress should be placed on developing a favorable attitude toward work. /Zirbes (12).

Goal 3: Stays with a piece of work that takes several days to complete

At previous levels the children have been guided in completing pieces of work, but usually such work required relatively short periods of time. Children at this level will be dealing with problems or topics that will involve work for several days. They should continue to finish assignments to the best of their ability. If the teacher sees that a piece of work is beyond the ability of the child, he should help him to bring it to a satisfactory conclusion, even though it does not reach original expectations.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Discovers and applies ways of working congenially with others

A youth should be willing to team up with other members of a group in sharing a work detail, in deciding which pupil should assume a special responsibility, and in dividing tasks among several pupils. The teacher should guide less able pupils by providing them opportunities for participation in group activities.

Goal 5: Gets to places on time, budgets his time, and makes plans for use of free time

The teacher should help the pupils to plan the time that they have to themselves. They might check the time that they spend per day in play, in study, alone, with other people, and in personal grooming, and evaluate the distribution. Pupils need to learn that they will miss part of an activity or may disturb others, if they are late.

Goal 6: Begins to explore career fields

At this level, pupils should broaden their understanding of the world of work. A unit on careers, with emphasis on pupil-made career booklets, guidance questionnaires on "Who am I?" and autobiographies may be effective.

Each pupil should be guided in analyzing and exploring his career aspirations. /Jackson (7), Super (10), and Wolfbein (22).

Sample Language Implications for this Goal

What jobs shall we find out about?
I'll report on nurses.
I'll see what I can find out about airplane pilots.
How about secretaries? Who'll report on them?
I will. My sister is a secretary.
John, would you report on garage mechanics?
O.K.
What kinds of information shall we try to find?
What kinds of things do they do on their jobs?
How do they learn that kind of work?
Where do they work?
How much money do they earn?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: Explores implications of credit buying, installment purchases, and "trading"

Since credit buying is a widespread practice, children need to understand the responsibilities and obligations of credit buying. The group may ask an adult who has bought a car on the payment plan to relate this experience, and tell about his responsibilities and obligations to the firm from which he purchased the car.

Goal 8: Learns to budget his money and makes use of the school bank

Pupils should learn that budgeting money involves making choices, and spending money according to their choices. Groups may make sample budgets. Individuals may prepare a budget according to a specific income. Other activities might be:

1. Budgeting an allowance and determining how much to:
   a. Save.
   b. Spend for candy.
   c. Spend for amusements.
   d. Give to his church.
   e. Set aside for personal items.

2. Determining whether to purchase something which will be consumed immediately, or something which will last a long time.

Goal 9: Develops an awareness of the costs of materials, equipment, and other furnishings

Through the use of school and commercial catalogs, groups may estimate the cost of materials and furnishings in the classroom. Some children might interview school administrators to determine actual costs of school equipment.

Goal 10: Extends understanding of self as a male or female with proper differentiation of roles

The purpose in accomplishing this goal is to guide pupils in reinforcing the self-concept of "I am a male" or "I am a female." Within the framework of school policy, in the proper setting, and by informed adults - teachers-guidance; school nurses or doctors; or social workers - boys and girls, separately, need to be given frank answers to their questions about sex and reproduction. In boarding schools this information may be handled by the

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: (Continued)

guidance staff. Research has shown that such information does not lead to increased experimentation, but relieves stress and anxiety resulting from misinformation.

The academic teacher can assist boys and girls in developing an understanding and tolerance for each other as males and females through group work and through social activities. It is the teacher's responsibility to generate a classroom environment which is neither too feminized nor too masculinized. As children begin to mature, boys need guidance from all staff members in identifying with males, and girls need help in identifying with females. /Gordon (24), Levinsohn (9), and Neugarten (18).

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SOCIAL STUDIES

LEVEL FOUR

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Makes some comparisons between the lifeways of his people and those of other Indian people of North America

This study should begin with the child's own tribal group, and with experiences children understand. Included would be their understanding of the local tribal government; their knowledge of laws of the community; their familiarity with costumes, dances, games, art, music, mode of travel, and ways of making a living.

On a large outline map of North America, children may locate areas inhabited by such groups as the Plains Indians, the Southwest Indians, and the Alaskan Indians.

Through unit activities, children may become acquainted with some of the lifeways of some of these people. As information is presented to the class, the teacher should guide children in acquiring an understanding that food, clothing, and shelter are related to the area inhabited.

Goal 2: Determines how and why animals, plant life, and people vary in different environments

Through an integrated social studies and science unit, the adaptation of animals to their environment may be stressed. Pupils may choose representative animals from countries around the world to study. They may learn about such things as the differences in ways animals get food and protect themselves and their young from weather and enemies. This may be followed by a study of the adaptation of people to their environment.

The understanding that some people use their environment to meet their needs, and that other people change their environment insofar as possible, and adapt to situations they are unable to change, should be developed. Certain typical countries should be studied to help children develop these concepts. The following types of countries are suggested. No more than one from each group need be studied, and all types need not be studied.

1. Lowland countries
   The Netherlands

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

2. Hot, wet lands
   - The Philippines
   - Amazon Valley
   - African Congo
   - Mississippi Delta country
3. Far north and far south lands
   - Alaska
   - Greenland
   - Little America
4. Hot, dry lands
   - Arabian Desert
   - Sahara Desert
   - Southern Arizona
5. Mountainous countries
   - Switzerland
   - Pacific Mountain States

Goal 3: Extends global concept of the world, and learns something of the culture of other people

As modern transportation and communication make the world smaller, it becomes more necessary to know about other people and how they live.

While the differences in peoples of various lands and the way they live are interesting, it is more important to teach children that people basically are more alike than they are different. They have somewhat the same desires; they work; they play; they eat; they teach their young; they have some form of religion; they have some type of shelter and clothing, medium of exchange or barter, transportation and communication, music, art; and they display certain accepted forms of behavior. Veterans living in the community who have served in countries selected for study may be invited to the classroom, to tell what they know of the people who live in these countries. If souvenirs or pictures were brought back, they may be shown to the group. Such an approach should lead to interest in finding out more about the countries. This can be done by the use of movies, stereographs,

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

filmstrips, articles in travel magazines, story books, encyclopedias, reference books, textbooks, and selected library books.

To find out how the people in each country say "Thank you," or greet one another, is typical of the kind of activity that will arouse interest. Children may be interested in knowing why countries south of the equator have seasons just the opposite of ours. This concept can be introduced by the use of the globe as the earth, and a flashlight to represent the sun.

Another approach would be to make arrangements with the Junior Red Cross to have packages and correspondence albums sent to selected countries, and to ask for return information, particularly of the visual type.

An effective device to utilize in the study of the various people and their countries is the bulletin board. The children may contribute pictures, clippings, small articles, and art work about each country as it is studied. These may be displayed on the bulletin board. They should be arranged attractively and with enough captions to make them meaningful. Finding or taking pictures of the children's own area may stimulate a comparative study of home geography and cultures.

The unit should stress an understanding of the people and the way they live rather than the learning of isolated facts; such as, the names of mountains, rivers, lakes, the population. These should be mentioned only if they affect life in the country. To conclude the unit, an Open House may be held. Children may use the greetings they have learned; dress simply in some part of a native costume which they can make themselves; sing a native song; play a native game; decorate with things typical of the country; exhibit foods, articles made there, Junior Red Cross boxes, pictures, dioramas, friezes, puppets, or textiles which represent life in those countries. If possible, a food or drink characteristic of the country may be served.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Sample Language Implications Related to this Goal

Pupils may express the following generalizations about greetings.

People in every country show friendliness to each other.
In each country, people have ways of greeting each other.
Some greetings show respect for an older person or a person of high position.
Some greetings are for close friends.

Pupils may learn greetings and their meanings.

Spanish:

Formal:

Pupil A:	Buenos dias.	(Good day.)
	Buenos tardes.	(Good afternoon.)
	Buenos noches.	(Good evening.)

Pupil B replies to above:

Pupil A:	Como esta' usted?	(How are you?)
Pupil B:	Bien, gracias.	(Fine, thanks.)
	Y usted?	(And you?)
Pupil A:	Muy bien, gracias.	(Very good, thanks.)

Informal:

Pupil A: Buenos dias.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Pupil B: (Reply)

Pupil A: Que tal? (Literally, "What such" - used for "How are you?" between close friends.)

Pupil B: Muy bien, gracias.
Y tu, como estes? (And you, how are you?)

Pupil A: Muy bien, gracias.

Talog: (A language of the Philippine Islands)

Formal:

Pupil A: Magandang umaga po. (Good morning, sir.)

Pupil B: Magandang umaga po naman. (Good morning to you, sir.)

Pupil A: Kumusta po kayo? (How are you, sir?)

Pupil B: Mabuti po. At Kayo po naman? (Fine, sir. And you?)

Pupil A: Mabuti rin po. Salamat. (Fine, too, sir, thanks.)

Informal:

Pupil A: Magandang umaga, Alice. (Good morning, Alice.)

Pupil B: Magandang umaga, Bob. (Good morning, Bob.)

Pupil A: Kumusta Ka? (How are you?)

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Pupil B: Mabuti. At ikaw? (Fine, and you?)

Pupil A: Mabuti rin. Salamat. (Fine, thanks.)

Goal 4: Develops some understanding that he is a citizen and owes allegiance to the United States

Children may:

1. Learn what the pledge to the flag means.
2. Learn what the Stars and Stripes mean.
3. Learn to identify the national anthem.
4. Sing patriotic songs.
5. Talk about the advantages they have as American citizens.
6. Talk about their responsibilities to the United States.
7. Talk about the responsibilities the United States has to them.
8. Discuss their duties as American citizens.
9. Plan an assembly program in which the class presents their views on the importance of being an American.

Goal 5: Knows ways in which his own culture is an integral part of the "national" culture

Activities from previous levels which related Indian contributions to non-Indian culture may be reviewed. Films on Indian contributions to the "national" culture may be shown and discussed.

Effort should be exerted on the part of the teacher to help the children realize the part their heritage has played and does play in the life of their community and the life of the United States. On the basis of this realization, the teacher should strive to develop in the pupils an appreciation for the Indian's past and present role in the life of this country.

Pupils may be led to understand that the life their grandparents and the grandparents of other children led, the ceremonies they performed, the way they worked and played has made a difference in the lives of other people within the United States.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Knows who the tribal and/or village officials are, and identifies the kinds of leadership and services they render

Activities related to this accomplishment at previous levels should be reviewed. On the basis of what children appear to know about their tribal or village officials and the services they perform, activities to extend this knowledge should be planned.

It might be possible for class representatives to attend a meeting of tribal governmental officials. An elementary study of the structure of their tribal government may be undertaken. Village or tribal officials may be invited to tell the class about their duties and the services they render.

Goal 7: Appreciates and respects the nation and some of its major symbols; such as, the flag, the pledge of allegiance, the national anthem, the President, and the capitol

Through studying about the flag and rules for its use, pledging allegiance to the flag, singing "The Star Spangled Banner," viewing films on Washington, D.C., and talking about the President of the United States, children should be guided in developing some appreciation for symbols of their country.

They should be assisted in acquiring an understanding that all countries have flags and people respect and show courtesy to their flag. Commensurate with their ability, they should determine the meaning of the pledge they offer to their flag.

Goal 8: Knows about the sources of familiar foods, both native and commercial, and how they are marketed

At this level, children may be interested in the source of their food. They may learn something about the food that is produced at home, at the school, and in nearby communities. When possible, a small garden may be planted and cared for. In the fall, food may be preserved and stored for winter use. Visits may be made to the local stores to see foods that are produced in neighboring communities, states, or other countries. Committees may find out how food is marketed through writing to various companies for information about foods they distribute. Some may find pictures of plants and animals that give us food. Others may gather information on how vegetables are kept fresh while going to market.

SOCIAL STUDIES

LEVEL FIVE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Appreciates how Indians and various other peoples have influenced life in the United States

Indian children should be helped to appreciate the contributions made by their people to the life of this country. To bring about greater esteem for Indian contributions, committees may be selected to gather information to share with the class on:

1. Foods
2. Herbs
3. Art
4. Shelter
5. Legends, myths, and music
6. Geographical names
7. Clothing
8. Recreation

After some appreciation of the contributions of their people has been developed, children may be guided in gathering information relative to contributions other peoples have made to the life of this country. Groups may do simple research on contributions which would have meaning to them of such a group as the:

French: geographic names, food preparation, clothing, cosmetics, art, language, and literature.

Spanish: trade, the horse and pig, clothing, jewelry, geographic names, architecture, and food.

Negro: food, labor, music and dance, science, education, sports, Civil Rights.

English: language, religion, education, government, architecture, literature, crafts, recreation, holidays.

Oriental: art, architecture, clothing, food, labor.

Jewish: business, food preparation, Christianity, holidays, music.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

The teacher should help children to understand that much of this influence has been general and that only occasionally may it be analyzed and attributed specifically to one or another group which settled in this country.

Goal 2: Understands how and why the work which people do in different sections of the United States depends both on natural resources and on human effort

Pupils need to learn that people living in different sections of the United States do different things to earn a living. They need to know that there are many jobs to be done and that pupils have jobs to do, too. They may consider learning about various types of work in the United States, starting with their home region and then expanding their study to other regions as a job they have to perform.

Committees of pupils may study different sections of the country, centering their attention on such factors as climate, topography, major population backgrounds, agricultural production, manufacturing, mining, and other occupational activities. Based on their research, the class should be assisted in drawing conclusions about the development of these sections. A teacher objective in this activity would be to establish some idea of the relationship between cause and effect.

As the unit progresses, the children should have an opportunity to cultivate these study skills:

1. Reading headings and topic sentences to locate pertinent material
2. Reading books, newspapers, and magazines
3. Taking notes
4. Studying pictures and illustrations
5. Observing
6. Using maps and globes
7. Gathering and evaluating information and drawing conclusions
8. Making judgments
9. Summarizing.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Other skills which may be reinforced are:

1. Reporting
2. Speaking clearly and audibly
3. Listening
4. Discussing
5. Using community resources
6. Using films and other audio-visual aids
7. Extending reading and speaking vocabularies.

Goal 3: Knows about famous Americans

Children should know that there are many famous people whose work has contributed to the comfort and well-being of the people of this country. Others have added to its culture and beauty. They should learn about some of these people and what they have done to help us achieve a better life.

There are many famous names in American history and among the most outstanding are those of Washington and Lincoln. Their birthdays in February present fitting occasions to study about them and their service to our country.

Committees may select one from the following and prepare brief individual or group reports to share orally or in writing with their classmates.

George Washington
Thomas Jefferson
Benjamin Franklin
Abraham Lincoln
Robert E. Lee
Daniel Webster
Ulysses S. Grant
Jefferson Davis
Franklin D. Roosevelt
Woodrow Wilson
Louisa May Alcott
Harriet B. Stowe
George Washington Carver
Booker T. Washington
John Sutter
Kit Carson
Lewis and Clark
Daniel Boone
John Smith
Amelia Earhart
Jane Addams
Squanto
Chief Joseph
Sequoyah
Thomas Edison
Henry Ford
Luther Burbank
Eli Whitney
Alexander G. Bell
Wilbur and Orville Wright
John F. Kennedy
John Glenn

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Activities through which children might learn about these famous Americans may include:

1. Reading biographies.
2. Dramatizing incidents from their lives.
3. Constructing bulletin boards depicting events which made them famous.
4. Having a colonial party.
5. Making a movie "This Is Your Life."
6. Telling stories of interesting or amusing incidents from their lives.
7. Making a mural of gold rush activities.
8. Making a map and tracing the Lewis and Clark Expedition.
9. Paying special tribute to Indians who were famous.
10. Constructing simple telephones.
11. Performing a science experiment.
12. Finding magazine and newspaper articles about space achievements.

Goal 4: Develops new concepts of global travel and communication

The teacher may use polar maps and globes to show that air routes are moving northward. He may make use of maps to show that:

1. Routes from the equator go northward.
2. Freight is carried by air from far away points.

Through studying information which may be obtained from the Civil Aeronautics Board, and from individual airline companies, pupils may learn of scheduled air routes, domestic and foreign. Some may gather information on foreign airlines which have flights scheduled into the United States and trace their routes on the map. Others may find out which United States airlines have permission to fly to foreign countries and trace their routes.

Relative to extending concepts of communication and the need for people who speak different languages to understand one another, an introductory study of the United Nations may be undertaken. The teacher should attempt to

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

develop an understanding of the purpose of the United Nations and guide children in learning that even though the representatives may not speak the same language, they are able to discuss problems which involve many of the countries of the world.

Units on air-postal service, man-made satellites, and "Tel-Star" can help build new concepts in global communication. In developing this goal, use should be made of the Weekly Reader and other periodicals and newspapers. Recent films, slides, and filmstrips also should be shown.

Sample Language Implications Related to this Goal

Children may ask pertinent questions.

I want to take a trip to Europe.
What ways can I travel?
What routes do ships take?
What routes do planes travel?
How long does it take?
How much will it cost?
How much of Europe shall I see?
What kinds of things will I see?
How can I get this information?

Goal 5: Appreciates how the peoples of the world have contributed to the building of the United States

The teacher may show the various contributions made by people from other countries through such activities as discussion, exhibits, research, and art.

Children may discuss and evaluate the contributions made by persons from other countries and the cultural patterns that have affected life in the United States. They may consider what effect it would have on the country if any of these contributions were removed, or had not been made.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Knows the local pattern of tribal and/or village government and how this government serves individuals and tribe or group

Pupils need to learn how the leader and members of their tribal organizations are elected, and what are their responsibilities. They should know the names of their tribal representatives. A study of the ways the tribal government serves the pupil, his family, and the entire group that it represents may be pursued. Areas which might be selected for such a study would include loans, land management, arts and crafts, marketing, law and order, and welfare.

Information might be secured or shared by:

1. Talking with persons who have responsibility for a service which affects the pupils in some way; e.g., a judge, mayor, tribal chairman or a representative to the tribal council, a librarian, a police chief.
2. Drawing diagrams of governmental functions.
3. Discussing reasons for the evolution of various services.
4. Participating in mock governmental meetings.
5. Taking field trips to observe situations and services studied.
6. Learning how services are financed.
7. Conducting a mock election.

Goal 7: Begins to develop an appreciation and understanding of the dignity and value of work and to realize that success in the world of work is related to the quality of one's basic product

Children may discuss various types of work done in the community and surrounding areas.

Persons from various types of occupations may be asked to talk to the class about their jobs.

An approach that may be useful as a followup might be the following: Assume that there is a road being built nearby. (Any type of project or occupation could be used.) The contractor might be asked to talk to the class and even bring one or two of his employees to tell about their work. In response to this, the children might be invited by the contractor to visit the work site. To give emphasis to this, the class could role play certain workers

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: (Continued)

and plan a portion of the typical work to be done; for example, planning a road past the school grounds. To emphasize the importance of the work, children could be asked what would happen if the foreman, or the contractor, or the bulldozer operator walked off the job. This aspect could be dramatized. The key factor is that children be guided to recognize the dignity of work well done. It is important that they become aware of the significance of skilled, semi-skilled, and professional work and that there are certain factors that relate to all of these types of work; that promptness, proficiency, and quality are expected of anyone and that personal satisfaction is a key to success. (Some occupations or professions for consideration might be: farmer, herdsman, doctor, nurse, store owner, clerk, machinist, mechanic, electrician, plumber, cannery operator, technician, miner, recreation establishment proprietor, and teacher.)

Goal 8: Participates, evaluates, and assists (at his level) in community endeavors

The child may benefit from participation in the planning, development, operation, and evaluation of activities and programs which affect him. It is desirable that he be encouraged to participate at his level in such programs. He should be helped to find ways to take part in both school and community activities to develop an awareness of, and appreciation for, the democratic process, and for encouragement in being a contributing member in that process.

The child might participate in planning for community recreation, or in the planning and development of a community youth library. He might be encouraged to participate in the operation and/or organization of a youth committee or council in the school or community.

He might help plan such projects as a field day, a service project, or a community talent show.

It is desirable that he participate actively in student government or in the planning of school activities.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 8: (Continued)	Commensurate with his ability to do so, he should be involved in decision making regarding some school policy.

SOCIAL STUDIES

LEVEL SIX

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Understands that changes are continually being made in the world with the aim of improving ways of living; makes evaluations of the effectiveness of some of them

This goal may be developed in three phases:

1. Change in ancient civilizations
2. Change in the State
3. Change in current international affairs.

A suggested approach is through the study of the early Indian tribes in the Western Hemisphere - the Aztecs in Mexico, the Mayas in Central America, and the Incas in South America. Their accomplishments and their ways of living might be compared to modern Indians. A contrast of simple tribal life with modern city life could be made.

The second phase of the goal may be the study of the State. With the child, the teacher may trace the steps through which his State became one of the United States, draw the different flags his State has used, and determine the significance of each. They may compare early life, travel, and communication in their State with that of today. They could find out about the development of State industries, recreation, and educational opportunities; and make a graph, or chart, showing important ways the people of their State earn a living. Some may make a diorama of interesting scenes.

The class might choose committees to find out and report on how inventions have changed ways of living in the State; to find out about the first schools in the State; and to compare the school buildings, books, and school activities of the early schools with those of their own school.

Children may be encouraged to learn where the State gets its money to pay its officers and provide such services as police protection, health safeguards, and public education.

A group may make a class booklet on a subject such as <u>What We Like Best About Our State</u>.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

The third phase in the development of this goal may be a comparison of some of the types of government around the world. In some countries people are ruled; in others, the people practice self-government. With the class, the teacher may develop a chart with the following column headings: (1) Country, (2) Type of Government, (3) Head of Government, (4) Lawmakers, and (5) Freedoms of Citizens.

The freedoms enjoyed in the United States may be compared with those in the U.S.S.R. and other countries. (Compare elections, religion, and occupations.) Through discussion the children may be helped to consider advantages of living in the United States of America over living in another country. This phase may be extended through Current Events and the Weekly Reader as articles appear on such topics as the emerging nations in Africa and their attempts to solve their problems and maintain their freedom.

Sample Language Implications Related to this Goal

Ways of cooking have changed over the years.
One way of cooking was in a fireplace.
Another way was over a campfire.
Some people have electric stoves.
Others have gas stoves.
I've heard of a kerosene stove.
How about a cookstove that burns wood?
Let's arrange them in order of old and new.

Are the new ways better? I think so. The person doing the cooking doesn't get so hot cooking on an electric stove as on a campfire or cookstove. It's safer, too. On the new stoves, the cook can get just the temperature she needs. The new electric and gas stoves are cleaner.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Compares the way he lives with the way people live in the neighboring countries of Mexico, Canada, and South America

Children may enjoy comparing their way of living with that of the children of Mexico and Canada. From reading, pictures, movies, stories told to them, and exhibits, they may note climate, food, dress, amusements, homes, stores, modes of travel, and ways of making a living. Language differences and varying customs should be examined.

Throughout the study, the teacher should help children observe similarities. These might involve some foods, certain amusements, school experiences, health, land forms, and vegetation. Children may be led to understand that family life, in many respects, is essentially the same; that people of these countries work for their living; they trade with each other; they take care of their health; they enjoy recreation; they take part in religious ceremonies; they go to school; and some live in houses similar to the children's.

Committees may dramatize a Mexican fiesta, learn a Mexican song, or a folk dance. Others might serve some Mexican dish, or write a play about Mexican life. Some might set up a papier-maché village showing typical Mexican dress, a farm or market scene, a plaza or other characteristic scene. Other suitable activities related to a study of Mexico may include:

1. Showing movies depicting Mexican life.
2. Making and showing slides of Mexican life and scenery.
3. Having an exhibit of things made in, or brought from, Mexico.
4. Posting pictures of Mexican life.
5. Inviting a Mexican to talk about his country, or if that is not possible, asking someone who has visited there to talk to the class.
6. Reading about Mexican amusements.
7. Learning to play one of their games.
8. Finding out how they observe Christmas.
9. Fashioning typical Mexican figures of a man, burro, sombrero, or pottery from wood, clay, or paper.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Some pupils might make a relief map of flour and salt to show topography of Mexico. They may send for colorful travel literature. A stick puppet show with Mexican characters might be produced. Certain committees or groups may read about a sugar or banana plantation and tell the class what they have read. Others may read and report on Mexican blankets, leather work, and jewelry making.

In studying Canadian or South American neighbors, the teacher may use activities similar to those outlined for Mexico, and again stress the similarities between government, topography, ways of making a living, and common interest in hemispheric defense.

Goal 3: Knows about and can discuss famous people in his State, including Amerinds

Pupils may write brief biographical sketches of leaders who have contributed to making their State a better place to live.

They may make a Who's Who booklet of famous people of the State or country, describing their chief contributions. Indians should be included. The book Indians Today tells of some Indians who have achieved current prominence.

Children may be helped in identifying Indians and people of other cultural origins who have contributed to the peace, health, general welfare and education of the country and the group.

Children could make reports on such famous people or role play significant events in the lives of some of them.

A pupil may assume the role of some famous person and another pupil may interview him.

Pupils should be encouraged to discover how Indians and other minority groups have contributed to the culture and welfare of the country being studied. A relationship between the Indians of the United States and of Mexico or Canada may be drawn.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Patterns of initial migration and charts depicting the movement of people could be developed and studied.

Charts showing areas once lived in by various native groups could be made and related to others showing locations of such groups today.

Art projects and murals could depict some of the contributions of these peoples to the way of life of the country itself.

Individuals could do research and report on different groups in the countries and the contributions they have made.

Children may make maps showing the countries' settlement patterns.

The teacher should help pupils to hypothesize why certain areas were settled while others were not.

Pupils might discuss where they would go to live if there were no other persons living in the area. Factors which would influence their choice should be enumerated.

Goal 4: Extends his concept of self and of individual responsibility

At previous levels, pupils may have been guided in developing the belief that they are important, that they are reliable, that they are trustworthy. They may have been encouraged to accept their share of responsibility in various phases of school life. They may have been guided in respecting themselves as unique individuals, as human beings, and as Indians.

At this level they should be guided in understanding that they can be adequate to meet life's challenges and problems. In conjunction with this accomplishment in guidance, these concepts can be reinforced through activities in social studies.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: (Continued)	Pupils may be encouraged to: 1. Assume responsibilities in the dining room, in the halls, on the playground, and at assemblies. 2. Participate in school or community projects. 3. Read autobiographies or biographies of successful people, particularly Indians. 4. Share their reading with the class.
Goal 5: Gains an understanding of the work and organization of the local, county, state, or borough government and of its development	Goals Five and Six may be combined for accomplishment. Children may better comprehend the need and function of government if they can learn how a government is developed to meet certain needs. They should learn about the various services provided by the several related governmental organizations. If possible, children should visit a city hall or a county court house to observe some phases of city or county government in operation.
Goal 6: Surveys the history and geography of his State and refines his knowledge of the contributions of his people and others, to the State in which he lives	To acquire information related to the history and geography of his State, the child may: 1. Use a sand table to increase understanding of the State's physical features. 2. Construct papier-maché or paste relief maps to show the topography of the land. 3. Construct graphs to show population growth, crop yields and other growth areas. 4. Make a mural depicting famous persons and events in the history of the State. 5. Determine factors that geographically affect the people in the State, how they live, how they dress, how they build their homes.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

6. Make a time line showing major achievements and development in the growth of the State.
7. Prepare a bulletin board display or make a mural depicting moments of challenge to the growth of the State and how it has risen to the challenge.
8. Prepare individual or committee reports or projects on the historic background of a current event in the State.
9. Write a brief skit or play about a person, event, or period.

The history of the Indian, Eskimo, or others must be seen in context with the total development of the State. Special emphasis should be placed on the role of these people in the context of their own evolution and in the growth of the State.

The question might be posed to the group, "If you were the first person to move into your State, where would you live?" In preparing an answer, the children might be guided in considering factors of weather, water, fuel, protection, and transportation in determining problems they would have to face, and in deciding where they would live. After they have acquired some knowledge of the State, they might decide where they would like to live today, and give reasons for their choice.

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M U S I C

L E V E L F O U R

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Broadens listening experiences at assemblies and programs, and through listening to records and broadcasting media	The teacher should plan children's listening experiences to range from acceptable popular and folk music to art music. Children should have a chance to listen to educational music broadcasts.
Goal 2: Has a wide repertoire of songs, representing different regions of the country, dealing with everyday life, nature, seasons, holidays, patriotism, and his own culture	Music may be correlated with social studies, language arts, and other subject areas. Songs of patriotism, folksongs, spirituals, hymns, Indian melodies, cowboy tunes, songs of the South, and songs of the sea should be included in correlated activities.
	<u>Sample Language Implications Related to this Goal</u> Let's sing "The Star Spangled Banner." "The Star Spangled Banner" is our national anthem. <u>The star spangled banner</u> means our flag, which has stars on it. A man in prison during a war wrote the song. He kept watching for our flag to keep flying over the battlefields. We want our flag to keep flying over our free country.
Goal 3: Sings unison and part songs with pleasing tone quality, clear diction, and good posture	Two-part rounds may be sung to develop readiness for singing harmony.
Goal 4: Participates in choral speaking	Choral speech may be motivated with musical background or appropriate musical sound effects. /Landeck (4), Pitts (8), and Sur (11).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Continues response to rhythmic patterns of music, gaining familiarity with staff symbols and notations	The teacher may review fundamentals of rhythm and teach simple folk dances. Materials that lead to an understanding of clefs, time and key signatures, measures, lines, spaces, and double bars, should be used. /Landeck (4), Pitts (8), and Sur (11).
Goal 6: Learns to play a simple accompanimental instrument and a melody instrument	The class may be taught to play the recorder (wooden flute), flutaphone, or melodica, and the autoharp, melody bells, finger cymbals, and tambourine.

M U S I C

L E V E L F I V E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens to identify voice and language qualities

Pupils' knowledge of the muscular mechanics used in producing the sounds of the English language, which may have been acquired through learning to speak English as a second language, may help them in identifying voice and language quality. If pupils have not had such training, the teacher should help them learn something of the way the throat, mouth, and lips are used in producing English sounds. A chart or model may be a helpful device to use in this accomplishment.

Techniques used in teaching English as a second language may be used effectively in attaining this goal.

Goal 2: Continues unison and part singing with greater emphasis on interpretation, correct enunciation, mood, tempo, and musical phrasing

The teacher and the pupil may interpret melody lines and phrases with motions of arms and drawing.

Rhythmic interpretation may be encouraged through movement and through playing instruments. Pupils may chant in rhythm to create a rhythmic pattern.

Sample Language Implications Related to this Goal

Many kinds of people live in America.
American music is beautiful because of them.
We have many different songs to sing from the different people.
We like the Negro spirituals, "He's Got the Whole World in His Hands" and "Rocka My Soul."
The Spanish of New Mexico gave us the gay song, "The Owl of Guadana."
We like to sing the Chippewa Indian Dance Song, "Invitation to Dance."
We enjoy singing songs from our newest states, "Kayak Song" from Alaska and "At the Spring" from Hawaii.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: Develops a greater independence in reading musical notation, with growing realization of individual responsibility for group success

The teacher should review 2/4, 3/4, 4/4 rhythmic patterns, and introduce 6/8 as a rhythmic pattern.

Half and whole steps may be demonstrated on a keyboard.

Goal 4: Is introduced to diatonic and chromatic scales, major and minor scales

The teacher may introduce the diatonic and chromatic scales, pointing out the whole steps and half steps on a piano keyboard, and guiding the children in singing or humming the tones of each. Children may listen and watch as whole steps are demonstrated on the keyboard.

The C-major scale may be played on the piano with an explanation that this scale contains eight tones (an octave) which are played by striking eight successive white keys beginning with C.

To introduce the minor scales, the teacher may play the natural A-minor scale, showing the pupils that this scale also is played on eight successive white keys. They may learn that other major and minor scales require use of both black and white keys. Attention may be called to the difference in sounds of the major and minor scales.

Pupils who show special interest, or talent, may have the construction of the major and minor scales demonstrated and explained to them.

Goal 5: Begins instruction on brass, woodwind, and percussion instruments

For students with special interest and talent, private or small-group instruction in band instruments of their choice may be secured.

Goal 6: Learns through songs of the many different groups of people that make up America

Songs from Chinese, German, Indian, Japanese, Negro, Spanish, or other cultures may be learned. A purpose for learning them may be related to work being done in the area of social studies. /Berg (1), Landeck (6), and Pitts (8).

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 7: Does more advanced folk dancing and social rhythms	Square dances, variations of the polka, schottische, and the varsoviana may be learned.

M U S I C

L E V E L S I X

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens to identify instruments, their characteristics, and their typical use

Through frequent use of recordings, films, radio, television, and live performances, the teacher may demonstrate the sounds of the various instruments, explain their use, and assist pupils in isolating the sounds of the different instruments and identifying them.

Pupils should have much practice in identifying instruments through listening. /Selmer (12).

Goal 2: Develops skill in three-part singing, participating in musicals and operettas

Voice changes should be considered in placing pupils in parts. Sight reading in part singing should stressed. Rounds may be used as a device for teaching part singing. /Berg (1), Landeck (6), Leonhard (7), and Pitts (9).

Goal 3: Broadens participation in folk dancing

Indian children sometimes feel reluctant to dance with partners of the opposite sex. Folk dancing and square dancing may help them to overcome this feeling.

Dances children have learned at previous levels should be noted. Pupils may continue to practice these, and may learn others. Interest and enthusiasm may be increased if pupils feel there is a definite purpose for learning the dances.

Sample Language Implications Related to this Goal

Pupils may give directions for dance formations:

These four couples get in a quadrille formation.
These four and these four. Couples facing north and south are the head couples. Couples facing east and west are the side couples.
Partners form a double circle, facing inward, one behind the other.
Form a double circle, partners facing each other.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: Performs in beginning band and orchestra groups	Band and orchestras may be organized for pupils who have taken private or small-group instruction.

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L A N G U A G E A R T S - L I S T E N I N G

L E V E L F O U R

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens for main ideas throughout talks and reports	Pupils should be encouraged to jot down ideas which seem important to them. They can then compare notes and through discussion agree upon a composite outline of sequential important points.
Goal 2: Listens to discriminate between spoken fact and opinion	Children may listen to a radio or T.V. news commentator. The teacher may then engage the group in a discussion of obvious points that were fact and others that were opinion. A committee might be assigned to make a chart of the points under headings of Facts and Opinions.
Goal 3: Listens to narrative or descriptive material in order to visualize scenes and action	After listening to narrative or descriptive material, children should be encouraged to verbalize their reactions to the material. They also may illustrate scenes or actions that were described.

LANGUAGE ARTS - LISTENING

LEVEL FIVE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens to reports to interpret the main idea and to give some supporting details in sequence	Pupils will need much practice in listening to oral reports to grasp the main idea and to select some supporting details. They will need teacher guidance in arranging the details in sequence. If simple outlining has been introduced in reading, first in groups and later individually, pupils may practice outlining the main ideas obtained from reports. For practicing sequential arrangement of information gained from listening, children might divide a sheet of paper into sections like a comic strip and illustrate the sequence in these frames. To show the relationship of the main idea to supporting elements, a wheel diagram might be made with the main idea the hub, and the supporting details the spokes.
Goal 2: Listens to recognize the relevant and irrelevant in discussions	To build background for this achievement and to develop an understanding of relevant and irrelevant, the teacher will have to guide the children in recognizing statements in their reading material that are either relevant or irrelevant. After pupils have some concept of relevancy, then they may be guided in recognizing relevancy of material to which they listen.
Goal 3: Makes inferences from what he hears	As a story is being read orally the teacher may stop to ask "Why" questions which can be answered only if the child understands the inference.
Goal 4: Listens creatively for imaginary sensory experiences	Pupils may listen to music such as The Grand Canyon Suite, or Reflections of an Indian Boy, and write a list of sounds heard, or draw pictures brought to mind.

LANGUAGE ARTS - LISTENING

LEVEL SIX

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Listens for purposes of summarizing or reporting to others	One child in a group may read a selection aloud. The listeners might then write a composite summary. After the summary is read aloud to the group, it could be evaluated in relation to the original selection, and necessary corrections could be made.
Goal 2: Draws conclusions or forms opinions based on facts heard	A panel discussion might be presented. Children would be directed to listen carefully so that they could draw conclusions and form opinions which could be shared with the class. Later in discussion of conclusions and opinions, pupils should be encouraged to raise questions and offer suggestions.
Goal 3: Responds emotionally to changes in mood as shown by conversation and action of actors	Through the use of films, television, plays, and puppet shows, the teacher should provide opportunities for children to react to what they have viewed.

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LANGUAGE ARTS - SPEAKING

LEVEL FOUR

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Converses audibly and courteously with classmates, visitors, school personnel, and others

A sequential program of structured pattern practice should continue for those children who are learning English as their second language. In addition, the following suggestions are made for the production of situational English which will be needed.

To develop skill in speaking audibly and to provide opportunities to promote courtesy, children may be encouraged to make oral contributions to classroom planning and evaluating and other activities; such as:

1. Setting standards for courteous behavior in various situations.
2. Planning for a new room pet.
3. Planning a field trip.
4. Planning a party.

If a child is hesitant to contribute, a pertinent question by the teacher may stimulate the child to make a suggestion. For example, the teacher might ask, "Where do you think we should begin tomorrow?" or "What must we do to get ready for the party?"

At previous levels, children have been taught courteous behavior in talking to school personnel and visitors, and in using the telephone. At this level they should practice polite ways of interrupting when it is necessary to do so. Many real experiences should be provided to give practice in this specific courtesy.

Sample Language Implications Related to this Goal

The class host or hostess answers a knock at the door.

Host: Good [morning / afternoon] . I'm [Name] , the class [host / hostess] .

What is your name?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

Visitor: (States his name.)

Host: Miss [teacher's name], this is [visitor's name].

Teacher and Visitor: How do you do?

Teacher: Class, this is [visitor's name].

Class: Good morning, [visitor's name].

Host: Won't you sit down here, please?

Goal 2: Develops skill in making oral reports

Pupils should learn to report information on happenings of interest and to describe things familiar to the group. They should be guided in understanding that the purpose of an oral report is to present needed information. Much of the work accomplished in the content areas at this level should be by small groups working together and reporting their decisions and findings to others. Children should be guided in giving facts and information important to the group. They should be directed in limiting the selection of facts to be reported, and shown that pictures, simple graphs and charts, or models may add interest and meaning to a report. The teacher should lead the class in developing standards for giving and listening to reports.

Children need to be helped in identifying what they need to tell in describing something. They will need to gain skill in using words that add color, interest, and precision to the description.

Goal 3: Continues to use dramatization as a means of expression

Occasions should be provided for pupils to participate in a variety of dramatic activities. These may include pantomime, puppetry, role playing, skits, and plays.

If children assume the responsibility for planning a dramatization, they should be guided in giving consideration to the number of characters; the

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 3: (Continued)	number of scenes needed; how the scenes will be developed; and what the characters will say. It is not important that the exact words of the dramatization be memorized, so long as the correct idea or thought is expressed. The aim is for spontaneity of expression.
Goal 4: Begins to evaluate, critically, the quality of his oral expression	To assist children in evaluating oral reports they give, standards may be set, and individual and group evaluations made of oral reports on the basis of these standards. The following factors might be considered in such an evaluation. Where order is important, in giving directions, in outlining the steps in a science experiment, or in giving a demonstration, was there evidence that the pupil had thought through the order of events or steps before giving his report? If the report is on research, was the material presented relevant to the topic? Was there evidence that the pupil understood what he was reporting? Was it apparent that he had read the material, studied it, and prepared the report in his own words? Were the points of the problem, and the conclusions reached, apparent? Was there evidence of a summary to re-emphasize pertinent points?
Goal 5: Accepts responsibility for his statements and supports his opinions	Children should begin developing an understanding of <u>fact</u> and of <u>opinion</u>, and of the difference between the two. Statements which are distinctly fact, or opinion, should be presented and explained to them. Then they should be guided in classifying other obvious statements of fact, or opinion. They should be encouraged to devise statements that they know to be fact and others that are opinions.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: (Continued)	When some understanding of the distinction between fact and opinion has been established, children should be held responsible for statements they make in discussions and required to justify them to the best of their ability.
Goal 6: Expresses doubt or lack of comprehension in an appropriate manner and responds when an answer is required	In the act of making a purchase, a shy child with little confidence in his oral language proficiency, and in his ability to ask questions, may accept an item that is not what he wishes to purchase; or he may be pressured to buy an item a salesperson assumes he wants from the scant information given. Therefore, children should be helped in learning conversations needed to locate or refuse an item; to order at a cafe or fountain; and to get information they need about items they wish to purchase. The teacher should guide the children in role playing a shopping tour, giving an order, and seeking information. He should help them formulate questions they need to ask and responses they need to make in order to maintain the initiative. They may prepare skits to familiarize others with ways to handle such situations. Children should be helped to ask questions to clarify instructions, and to respond when an answer is required, even if only to admit that they don't know or were not listening.
Goal 7: Contributes to the development of listening and speaking standards formulated by the class	In setting class standards for listening and speaking, consideration should be given to posture of both speaker and listener. Pupils should be encouraged to look at the audience as they speak, and listeners should be guided in being considerate of the speaker. Pupils should continue to improve their skill in making requests, and in asking for information, assistance, or materials. Many opportunities should be provided for children to make requests in a courteous manner. A pupil may be sent to another classroom or an office to obtain materials or to deliver books after he has planned what he's going to say. Listening standards set should be in agreement with listening accomplishments listed for Level Four.

LANGUAGE ARTS - SPEAKING

LEVEL FIVE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Converses audibly and courteously with classmates, visitors, school personnel, and others

Activities related to this goal at Level Four should be reviewed and extended. Standards for making courteous contributions should be developed by the pupils with teacher guidance. After sessions devoted to planning for various phases of the day's work or to evaluating class work that has been done, children may refer to these standards to appraise the contributions they made to the planning or evaluating. Some assistance should be given them in evaluating their oral presentations on the basis of standards for audibility and courtesy that were set by the group.

Choral speaking may be used to increase audibility.

Children should continue to tell familiar stories, anecdotes, and jokes.

Continued use of the telephone should be encouraged. Children may determine what is appropriate in a friendly call and in a business call. They should have frequent access to a telephone so that they may practice making friendly and business calls. The "tele-trainer" is an excellent devise for such training and can be secured from some telephone companies. Emphasis needs to be placed on speaking clearly and audibly as well as on developing an understanding of differences between friendly and business calls.

Goal 2: Extends skill in making oral reports

Pupils should be assisted in improving the composition of their reports, and in giving them. They may be guided in selecting the important points that they wish to share with their classmates and in selecting a few supporting details. Reports should be brief and to the point. It may be helpful for the pupil to write the report first and to study it until there is sufficient familiarity with the material that it can be given from brief notes taken from the written report. This does not infer memorizing the report.

Goal 3: Continues to use dramatization as a means of expression

Children at this level generally will be reluctant to participate in spontaneous dramatizations and will feel more secure in presenting something that has been planned and rehearsed. The teacher should help children

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 3: (Continued)	select material for a dramatization that has a definite sequence, that has action, and a plot that lends itself to development through dramatizing. They should be guided in planning an informal dramatization of such material. Although it will need some kind of script and should be rehearsed, it does not have to be an elaborate production. Simple costumes and minor props should be sufficient to set the scene. Such dramatization may be related to almost any subject area.
Goal 4: Continues to evaluate critically the quality of his oral expression	When children have acquired some skill in making a group evaluation of an oral report, they should be guided in making individual evaluations of material presented orally. Later they should be helped with self-evaluation. Such self-evaluation might be related to preparation, audibility, clarity of the material reported, and reaction of the listeners. Some effort may be directed toward assisting children in evaluating recordings of a speech or of a report they have made. However, unless pupils have gained considerable facility with English, they will not be able to detect such things as errors in sound or intonation.
Goal 5: Accepts responsibility for his statements and supports his opinions	Pupils need to continue their efforts to distinguish between fact and opinion and to evaluate personal statements they make on this basis. As an example, a child may state that one pupil has an easier work load than he. He should be guided in understanding that it is his opinion, but that it may not be a fact. The teacher should lead him to investigate facts related to the case that will either support his statement or cause him to change his opinion. In supporting statements made, pupils should be able to give the sources of information which led them to their conclusions. The teacher should help them in determining the reliability of their sources.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

Sample Language Implications Related to this Goal

I think we should look for more information.
I don't think that applies to our problem.
I wonder if this statement is accurate.
When was that book printed? That information may not be correct now.

Goal 6: Expresses doubt or lack of comprehension in an appropriate manner and responds when an answer is required

Children may recall some occasions during the day or week in which they needed to ask questions to clarify instructions. They may repeat the questions they asked, as they recall them, and the group may determine if the questions were worded so that they would get desired results, or if they might have been worded differently to gain more effective results.

Role playing of situations where it is necessary to ask questions to get full meaning, or to make requests for items desired, should be continued.

A committee might work with examples of instructions which need clarification. They might formulate questions which would make the instructions more explicit. Their efforts may be shared with the class and evaluated on the basis of whether they actually do make the instructions more explicit.

Goal 7: Contributes to the development of listening and speaking standards formulated by the group

At past levels, pupils have been encouraged to speak audibly and clearly so that they may be understood. Now they may be guided in setting standards and evaluating the speech of others in terms of such words as:

clear	strong	lively	cheerful
loud	pleasing	soft	musical

Children may be guided in selecting sentences they hear, that they believe have one or more of these qualities. Through adding or deleting words, they may attempt to make sentences clearer or more emphatic. Suggestions should be obtained from various pupils, to show how the same thought may be

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: (Continued)

expressed in different ways. The children might then select the expression they think is the best.

Listening standards set should be related to fifth level listening goals.

LANGUAGE ARTS - SPEAKING

LEVEL SIX

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Converses audibly and courteously with classmates, visitors, school personnel, and others	Standards set at previous levels should be reviewed and pupils' ability to converse audibly and courteously should be evaluated in relation to these standards. On the basis of this evaluation, reasonable standards should be developed by which the class can measure their work at this level. Stress should be on refining and extending skills developed earlier.
Goal 2: Extends skill in making oral reports	Pupils should continue to improve the drafting of their reports, and strive for more effective presentation. They should continue to select main points and a few supporting details and to deliver their reports on the basis of these. Reports should still be brief.
Goal 3: Continues to use dramatization as a means of expression	Planned but informal dramatization should be encouraged. Skits related to units being developed might be presented. A "radio" or "television" program of a story or some other material might be produced. Emphasis should be on the improvement and refinement of oral expression rather than on elaborate costumes or scenery.
Goal 4: Refines his ability to evaluate, critically, the quality of his oral expression	Certain words, such as February, sixth, library, government, drowned, and attacked, may give some children difficulty in pronunciation. Children should be helped to pronounce such words correctly and to evaluate their pronunciation of them in their everyday speech. Pupils frequently use particular words to the exclusion of others. Such words as sure, good, nice, and okay are often overworked. The teacher should urge children to be alert to their use of these words and assist them in adding variety to their speech through replacement of overworked words with others having similar meaning.
Goal 5: Accepts responsibility for his statements and supports his opinions	In class discussions and in sharing information with his class, the pupil should be guided in providing the source of the information he offers, and in backing up his opinions with facts gained from reputable sources.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Expresses doubt or lack of comprehension in an appropriate manner and responds when an answer is required

As acceptance of responsibility for statements made is required, so should be the assumption of an obligation to question statements made. If a pupil doesn't understand information given, he should be guided in asking questions for clarification. If he doubts the authenticity of a statement made, he should be guided in courteously raising questions to allay his doubt or to prove the statement unfounded.

Many opportunities will present themselves in each day's discussions for children to practice such questioning.

Goal 7: Contributes to the development of listening and speaking standards

At this level, pupils may contribute suggestions for standards related to developing a simple outline for making announcements, for demonstrating a science experiment or the construction of an object, or for teaching a new game.

Listening standards should be developed which are related to sixth-level goals in that area.

When announcements are made or demonstrations given, they should be evaluated by groups and by individuals according to the standards developed.

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LANGUAGE ARTS - READING

LEVEL FOUR

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Improves in word attack skills

Exercises for learning to recognize consonant blends usually are found in basal reader materials. Commercial reading games are available. The teacher may wish to make games suited to the children's particular needs.

1.a: Learns consonant blends, such as: pl, dr, gn, str, spr, tch, and sch

1.b: Learns to read correctly words containing: ei, ea, oe, oi, oy, ow, ou, ph, ch and th

The following sounds and sight words may have been learned on previous levels: ei - neither; ea - eat; oe - toe; oi - noise; oy - boy; ow - cow; ou - mouse; ie - field; ai - rain; and oa - goat. Work with these sounds will need to continue in order that children may learn to pronounce unfamiliar words containing them.

Many words ending in ous appear in reading material prepared for this level. After the first one or two have been learned as sight words, the teacher may use them in teaching children to recognize and pronounce other words ending in ous.

1.c: Improves skill in dividing two- or three-syllable words

Learning to divide known words into syllables may help the child to pronounce unknown words. The teacher may select familiar words that have two or more known parts, as something, sidewalk, or snowball, and show pupils how to divide these words into syllables.

After children have had practice in dividing familiar words, they may be guided in attempting to read unknown words, by using the same method of division.

Sometimes part of a word is not pronounced in the familiar way. In this case the teacher will have to show pupils that in the larger word, sometimes a syllable is said differently. For example, ear in wear has a different sound from the usual pronunciation in hear.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.c: (Continued)

Such words as play, quick, draw, gnaw, knew, street, spring, watch, school, and phonograph are generally learned as sight words. The teacher may have the children note the consonant blends in them and in other words with which they are not familiar. Whenever a new blend appears it should be sounded and analyzed in a sight word already learned. If it has not appeared in a sight word previously, its pronunciation should be given by the teacher if other clues fail.

1.d: Increases skill in using the dictionary

Before using a regular dictionary, it is wise to use the glossary found in many reading books. It not only contains fewer words but gives the exact meaning of the word as it is used in the story being read.

In order to use a glossary to find the meaning of words, it will be necessary to teach the alphabet in sequential order. Many children already will have learned the alphabet through meeting it incidentally. If a child cannot name the letters in order, he should be taught to do so.

Goal 2: Reads materials independently at his free reading level

Each pupil should be encouraged to do much independent reading at his free reading level. A wide variety of easy reading material should be available in each classroom. Extensive use should be made of the library and of the services of the librarian.

Goal 3: Reads materials at his own particular instructional level

The teacher should strive to ascertain the instructional reading level of each child. The following method may be helpful in finding the child's instructional reading level, and his other reading levels:

1. Needed materials
   Readers, well-graded, with interesting stories, free from specialized vocabulary

2. Technique
   Choose several paragraphs at grade levels below fourth level and of a fourth level. Beginning with a lower level, have pupil read

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

orally until he reaches a level where he misses more than one word in twenty. Ask a few fact questions to check comprehension. Ask a thought question to test the pupil's ability to draw inferences.

3. Points to notice
   a. Free Reading Level: 90 per cent comprehension; 99 of every 100 running words correctly pronounced; natural phrasing; pupil relaxed

   b. Instructional Reading Level: 75 per cent comprehension; 95 of every 100 running words correctly pronounced; natural phrasing; pupil relaxed

   c. Frustration Reading Level: 50 per cent or less comprehension; 10 or more words mispronounced of every 100 running words; phrasing unnatural and uncertain; pupil tense, possible finger pointing

Relative to the above, the pupil's Capacity Level should be noted. It is the highest level of material he can comprehend when it is read to him. A pupil's Capacity Level can be evaluated by watching for his control over language-fact relationships when material is read to him.

3.a: Increases the number of written English words and idiomatic phrases he can pronounce and comprehend

Vocabulary needed to read material in the various subject areas begins to increase rapidly at this level. Based on pupil needs, the teacher should provide experiences which will bring meaning to the variety of new words children will need to add to their reading vocabularies in the areas of science, social studies, and mathematics, as well as in the language arts. Stress should be placed on developing needed reading vocabularies in all of these areas.

Children will also need help in identifying and understanding idiomatic expressions which occur in their reading.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

3.b: Improves in seeing relationships, drawing conclusions, understanding of figures of speech, meaning of punctuation marks, cause and effect, proving or disproving a statement, and reacting to what he reads

When children disagree on the factual material that has been read, they should reread the material to find something definite that will prove or disprove a statement made. This gives the teacher the opportunity to catch an unusual meaning of a word, a colloquialism, or a real reading difficulty that may be causing disagreement, and to direct children in reading to prove a point.

At previous levels children have been taught to answer questions about the content of their reading. Now they should be able to pass judgment and make inferences on material read. For example:

The mother should not have expected the children to keep the secret.
The farmer had a good way to keep away the crows.
It is wrong to laugh at a crippled person.

If children begin acquiring skill in drawing inferences and making judgments regarding what they read at this level, it may help them in reading more critically later. Skill in drawing inferences and making judgments are essentials of study-type reading.

Goal 4: Reads orally for the information as well as for the enjoyment of others

The teacher may encourage children to bring to the group clippings from newspapers, magazines, and articles from supplementary classroom materials, to be read for the information and enjoyment of others. Children should be prompted to share parts of their out-of-school recreational reading with the class. They may read a part that is funny to them, a choice description, the first chapter or any part that would make the book appeal to others.

Oral reading at this level should be done primarily for information or enjoyment, except in individual cases where more work must be done in the development of primary reading skills. Oral reading is necessary for these individual children, and for the teacher to detect their difficulties. At this level, much of the reading should be silent, and for specific purposes.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: Uses varied study techniques, and gains in test-taking skills	The teacher may wish to use the S.Q.R.R.R. method of reading by having children survey, question, read, recite, and recall. Pupils should understand that arranging material in some order or pattern helps to recall it. The teacher should determine skills related to various types of test questions which will give confidence to a test taker and reduce the effect of test mechanics on results. Children should develop these skills.
Goal 6: Improves in selecting, locating, and obtaining resource materials	At the fourth level, children may begin to use the card catalog, extend their knowledge of library arrangement, and acquire the ability to check out self-selected books or other materials.
6.a: Expands library skills	Children may be guided in learning to locate places where they may borrow materials. These may be places other than the school library.
6.b: Obtains materials from other sources	Children will need to know of other sources to which they may write for resource materials. For example, they may write to Chambers of Commerce, or to business places for free materials to use in developing units or for background information. An important part of reading instruction at this level should be introducing children to such reference materials as encyclopedias, almanacs, and atlases. Elementary skills related to reading globes, maps, and charts should be developed.

LANGUAGE ARTS - READING

LEVEL FIVE

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Reads material independently at his free reading level	The pupil should be encouraged to do much independent reading at his free reading level. A wide variety of free reading material should be available in each classroom. Extensive use should be made of the materials center.
Goal 2: Reads material at his instructional level	The teacher may refer to a similar goal at Level Four for a method of identifying the various reading levels of the pupil.
2.a: Knows an increased number of written English words and idiomatic phrases	A reading problem facing pupils at this level is keeping abreast of vocabulary needed for comprehension of material in all subject fields. Based on pupil needs, the teacher should build background upon which meaning can be acquired for the wide variety of new words which pupils will encounter in their reading. Time should be devoted to the introduction and reinforcement of this vocabulary in all areas of learning. The materials center may be used effectively as a background source for this vocabulary development.
2.b: Reads mathematical sentences with increased understanding	Children need to become aware of the particular style of writing used in mathematics. They should be guided in analyzing problems and in perceiving that problems have two main parts--one that gives information or facts upon which solution is to be based and one that poses questions for solution. The reading of mathematical sentences should be an integral part of the reading program.
2.c: Improves in ability to select main ideas, make comparisons, explain relationships, draw inferences and conclusions, make generalizations, evaluate, and distinguish fact from fiction	At this level children should be exposed to much material which is related closely enough to fact to seem possible to them. (They may read a horse story in which the animal performs feats that are not possible for horses, but there is enough that is true in the story to overshadow the fiction, so that children may accept all as fact unless they are reading thoughtfully.) The teacher should help pupils to recognize in this type of material that the author wrote the story for entertainment and not to give information. Concepts of fact, fiction, and opinion should be developed.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: (Continued)	For suggestions on comprehension-building activities and reading skills to be developed at each pupil's instructional level, the teacher should consult and follow suggestions in basic manuals.
Goal 3: Improves in locational and organizational skills	Experience with the card catalog should be extended. Pupils should increase their ability to locate materials in the library and to become more familiar with its arrangement. They should become more independent in selecting and checking out books.
3.a: Extends skill in map, graph, and chart reading	Children should extend and refine their skills in reading maps, graphs, and charts. The teaching of such reading should be a part of the reading program and the skills should be applied and developed in other subject areas.
3.b: Is introduced to outlining	When introducing children to outlining, the teacher should select easy and well-organized material, with obvious topic sentences appearing at the beginning of the paragraph. First, the children should be guided in picking out the topic sentence in a number of selected paragraphs. Other activities which may be undertaken for practice in outlining are: 1. Completing a partial outline 2. Scrambling and rearranging topic sentences 3. Matching topic sentences and paragraphs 4. Giving suitable topic sentences for paragraphs lacking them.
3.c: Practices classifying material	Children should be provided experience in classifying various items in all subject areas, and in placing material they read into different categories; e.g., fiction, fact, opinion. Developing this skill may provide a foundation for acquiring later skills needed for outlining.
3.d: Practices summarizing material	The ability to summarize is also necessary in outlining. Children should have many opportunities to practice summarizing both material they read, and

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 3: (Continued)	information they gain from listening to reports or tapes, or from viewing films and strips.
3.e: Extends library skills	The services of the materials center should be utilized frequently to extend research skills in relation to unit development, to broaden the concept of the library being a pleasant place in which to spend free time, and to strengthen knowledge of reading being a worthwhile kind of recreation.
3.f: Practices obtaining material from outside sources	In the development of units of work, and as a phase of the reading program, children should be alerted to outside sources of information upon which they may draw in their school work. They should be guided in acquiring information from such sources.
Goal 4: Continues to improve word attack skills	Various methods of improving the children's word-attack skills should be continued.
4.a: Improves in use of dictionary for new meanings and pronunciation	Children need to gain familiarity with the dictionary and to learn to use it properly. At this level the teacher may work with children in learning to open the dictionary at the approximate section in which the word they are seeking will be found. Children should be taught the meaning and function of guide words. They need to be able to alphabetize words to the third letter. Pupils should have much practice in searching for particular words and in selecting the definition most suitable for their purpose. They may be introduced to diacritical marking; but if they are in the process of learning English as a second language, such work will have to be limited in nature.
4.b: Continues to use phonetic and structural analysis	It is recommended that techniques suggested in basic manuals be followed in continuing the development of skills in phonetic and structural analysis.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: Uses varied reading rates	Children should learn that the purpose for which they read material may determine the rate at which it should be read.
5.a: Uses appropriate rate for particular type of material	Pupils need to be taught to skim to find specific information. They need to become acquainted with key words and to learn to use them to help them with their reading. For practice in developing these skills, the teacher may read a part of a sentence or paragraph and then stop. The children should then skim quickly to find where the teacher stopped. One may complete the reading. The teacher may show the pupils some sentence strips, and direct the children to find the same sentences in their reading material. Practice should proceed from the simple to the complex as skill is developed.
5.b: Uses appropriate rate for oral reading	The teacher may demonstrate to pupils the importance of reading orally at an appropriate rate for those who are listening. He may have various pupils read at different speeds and encourage pupils to try to repeat what they heard. Children may be guided in concluding that too rapid oral reading is not easy to follow but too slow oral reading is not interesting.
5.c: Increases silent reading rate	To increase children's silent reading rate, the teacher may have timed readings, have children keep a record of their reading speed, or use a controlled reading device.
5.d: Continues to improve in ability to take tests	Skills developed at previous levels should be evaluated and extended, and techniques which will enable pupils to take tests more efficiently should be reviewed.
Goal 6: Reads character parts with an imitative voice	The children may select familiar, easy stories with much conversation. They should have an opportunity to reread the entire story silently in order to characterize the persons in the story, so that they can show by their voices the way the characters feel, the way they act, and the way they talk. After children have selected the characters they wish to be, each child should

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 6: (Continued)	reread the story to become more familiar with the character he is to impersonate. The group may then read orally the character parts they represent. Choral reading may help, also, in attaining this goal.

LANGUAGE ARTS - READING

LEVEL SIX

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Reads materials independently, at his free reading level

The pupil should be encouraged to do much independent reading at his free reading level. A variety of easy reading material should be available in each classroom. Extensive use should be made of the materials center and other available resources.

Goal 2: Maintains and reinforces word-attack skills acquired earlier

2.a: Extends structural analysis

2.b: Improves in dictionary skills

Children can decide for themselves the meaning of some new words, if they know the meanings of common prefixes and suffixes. If they are taught that re usually means again, they can determine the meaning of such words as renew, reopen, replace, reprove, restore, retrace, reunite.

Common prefixes that may be taught are:

in - incorrect, indent, incurable, inhabit, inlaid, inland, insane, inside
con - confuse, consent, content
de - defeat, deform, defrost, depart, detour, deposit
re - recheck, redo, revolving, refresh
com - combine, complaint, complete, comprise
un - unable, unclean, uncover, undress, uneven, untie, unhealthy, untrue
ex - exact, exchange, excite, excuse, exhale, expect, expel
pro - produce, program, propel, pronounce, prolong
pre - prepaid, predict, predigest, prefer
en - enact, encamp, encircle, enclose, enjoy, enlarge.

Some of the common suffixes that may be taught are:

ly - brotherly, lovely, weekly
y - dusty, airy, frosty, rocky, rainy, stormy
tion - action, adoption, collection, invention, direction
ance - allowance, appearance, attendance
ness - darkness, kindness, goodness, sickness
ful - cupful, careful, handful, helpful, joyful, painful

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

ous - dangerous, joyous, poisonous
able - disagreeable, peaceable, suitable, uncomfortable
less - bottomless, restless, useless, harmless, helpless, careless
ment - payment, refreshment, movement, amusement, agreement.

Children already may be familiar with many of the words containing these prefixes and suffixes. From words familiar to them, they should be able to arrive at meanings for prefixes and suffixes. They may use the dictionary to verify their definitions.

A chart of prefixes and suffixes on which the prefix or suffix appears, followed by a common example of its use, and then the meaning, makes a ready reference for the children to use. When the child meets an unfamiliar word containing a prefix or a suffix that appears on the chart, he may examine the chart to see if he can get help from it in arriving at the meaning of the new word. If he can't get help from the chart, he may try the dictionary, or get help from the teacher.

Goal 3: Reads materials at his instructional level

The teacher may refer to a similar goal on Level Four for a method of identifying various reading levels of pupils.

3.a: Extends use of synonyms and antonyms

3.b: Extends general reading vocabulary of both words and idiomatic phrases

3.c: Improves in ability to get literal-concrete meanings, to interpret material, and to evaluate

It is suggested that the teacher use suggestions contained in manuals of basic readers to develop vocabulary and comprehension.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Sample Language Implications Related to this Goal

She's happy as a lark.
Now we are in a pickle.
It was raining cats and dogs.
I was so scared my hair stood on end.
He always beats about the bush.
He's up to something.
He put his foot in his mouth.

Goal 4: Uses appropriate methods for reading different types of material and continues to improve in test-taking skills

It is expected that the child has read library books, fables, and hero stories for pleasure, and that he has been taught to skim, to analyze the topic of a paragraph, and to read to follow specific directions. He should be taught when to apply each of these different skills as he acquires them, and be provided with many chances to practice them.

Children should be guided in perceiving that when they read for pleasure, merely to get the story, they are not likely to lose the thread of the story if they miss a few words, a sentence, or even a paragraph. With this type of reading they read as rapidly as they can.

When they want to find one fact on a page, they should know that they skim, either disregarding or partially reading everything on the page until they find the information they want. Then they read that part carefully to get the exact information.

There is need to develop skill in analyzing paragraphs when a child reads material in which every sentence contributes to the complete meaning; e.g., science material. The child should understand that missing a sentence may give him an incomplete or incorrect understanding of the topic. He should be taught to see that reading a piece of informational material requires organizing the main topics and subtopics as he reads. To help him succeed in this type of reading the teacher should instruct him to read more

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: (Continued)	carefully and slowly than he does when he reads recreational material or other instructional material. Before he starts reading, the teacher may ask him such questions as: "Is it important that you get all information exactly from this material?" If his answer is "Yes," then he should be instructed to read each sentence carefully and to organize the material in his mind as he reads. If recreational material is to be read, the same question may be asked. In each case the child should be helped to make the decision until he can do so independently.
Goal 5: Improves skill in locating and organizing material	Pupils at this level may be expected to locate and organize material for reports or to verify statements.
5.a: Reads carefully to follow specific directions	Skills and techniques involved in taking tests efficiently should be reviewed and refined. When a pupil reads to find out how to do a certain piece of work, it is important that he read and weigh the meaning of every word. Careless reading may lead to the wrong procedure. For example, reading butter for buttermilk in a recipe may bring disastrous results to the final product. The child should be taught that when he reads to find out how to do science experiments, to learn first aid practice, to make things, to plant seeds, to fill in forms, or to take tests, he must read every word thoughtfully to find out its meaning as it is used in the particular operation that he is about to perform.
5.b: Locates and selects information from several sources	Pupils should continue to use new sources to gain information. After the information is located, they may read to see if it is what they need. If not, they should be guided in looking further. If material selected is related, wholly or partially, the teacher should help the pupils select the parts that are related to the facts that are needed.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5.c: Reads a newspaper for weather reports, for ads, for sports	Children's interests in the newspaper should be developed. Such items as weather reports, advertisements, and sports may be studied. Reading each of these types calls for specific skills. The acquisition of these skills should be a part of the reading program at this level.
5.d: Knows what information can be found on title page of a book	Title pages of library and text books may be studied to analyze kinds of information which may be found there. Conclusions should be drawn regarding the purpose of the title page.
5.e: Reads and constructs picture, bar, and line graphs and charts	Children may use bar and picture graphs to show attendance, class contributions, or other activity data. The importance of a descriptive title for such graphs should be discussed. At this level the construction of bar graphs should be done with blocks or objects. A grooved frame in which small blocks, discs, or objects are placed in each groove is helpful for developing an understanding of bar graphs. Pupils may bring to class clippings of graphs from newspapers, magazines, agricultural bulletins, or advertising literature. Graphs can be used in connection with projects in all subject areas. Children may keep a line graph on their increase or decrease of weight, on data from arithmetic and spelling practice tests, or on temperature.
5.f: Becomes more proficient in library skills	Library skills should be refined through adequate opportunity for practice.

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LANGUAGE ARTS - WRITING

LEVEL FOUR

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Extends use of writing for various purposes

Pupils may practice filling in forms correctly and addressing cards, envelopes, and packages.

When tests are being given, children should be guided in reading carefully what is wanted and writing the information in the appropriate blanks.

Since most of the children and their families make use of mail order houses, and since the most common way of remitting money is by money order, children may be introduced to filling out order blanks and making out requests for money order purchases.

Newspapers and discarded wrapping papers and string may be used for practice materials in the classroom. It will be necessary to impress upon the children the importance of packing perishables and breakables with enough newspaper or other packing material to insure safe delivery. Children should be taught to wrap securely, to tie with square knots, and to label plainly and mark "perishable" or "fragile" if necessary. The mailing of packages at the post office can be taught by discussion and dramatization.

Pupils may visit the post office in small groups or individually to find answers to questions about mailing letters and packages, and buying money orders. Reports may be written and posted on the bulletin board, or kept in a booklet which contains information for class members.

Pupils should be guided in improving cursive handwriting skills and using correct manuscript writing as needed.

They may take notes under the teacher's direction.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Writes clear and correct sentences

In conjunction with work being done in oral English, written work should be used for additional practice in recognition of the sentence as a unit of language. At this level, children should be encouraged to experiment with words and sentences, to analyze sentences they write, to search for different words to make them more explicit or colorful, and to use all their knowledge of both oral and written language in extending their ability to write clear, and colorful sentences.

Goal 3: Builds well-constructed paragraphs

Children should practice writing three or more related sentences in paragraph form and organizing material in sequence.

The child should know that a paragraph is a group of sentences that tell something about one thing. Easy topics should be selected in developing paragraphs. In the beginning, the children may select a picture and write sentences about it. It can be pointed out that since these sentences are all about one topic (the picture), they should be written in paragraph form.

A chart about writing paragraphs may be developed by the children. Statements similar to the following may be placed where the children can use them as a check.

1. A paragraph is about one thing or topic.
2. Each sentence helps tell about the topic.
3. Each sentence tells something different about the topic.
4. The sentences are arranged in some order.
5. The sentences do not begin with the same word.
6. The first sentence is set over to the right, or indented.

After a child finishes his work, he may take it to the chart and check to see that he has done each thing.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Composes correct and interesting letters

Children should be introduced to writing short business letters. A real purpose for such writing stems from making written requests for information or material needed for a unit of work; or to request resource persons to speak to the class.

Pupils should refine skills in writing friendly letters, invitations, and announcements.

Goal 5: Summarizes and outlines simple material

Children should be given much experience in finding the main thought of a paragraph in easy reading material. In this way they may discover that, in many instances, the first sentence expresses the main thought in the paragraph. Practice should be provided in writing an outline of topic sentences of a few related paragraphs. This activity may be correlated with reading accomplishments in the same area.

Goal 6: Develops ability in the mechanics of written expression (spelling, handwriting, appearance or form, capitalization, and punctuation)

It is important that children learn to evaluate their own work or that of the group as measured by the standards agreed upon by the group.

When an occasion arises in the children's written work where they need to use the names of clubs, people, cities and countries - such as Girl Scouts, Boy Scouts, 4-H, Junior Red Cross, Henry Jones, Chicago, Nome, United States, and Alaska - they should be taught that such names are written with a capital letter. After the need to write the name of clubs, people, cities, and countries has presented itself naturally in the work that is being carried on, much practice should be provided to fix the learning; such as, writing notices for a bulletin board, news items, and posters.

Children's ability to use the dictionary for spelling, pronunciation, syllabification, and word meaning in oral and written expression should be extended.

To reinforce the understanding of alphabetical order, spelling words can be arranged in that order. Practice may be given in finding the part of the

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

alphabet in which the letter is located; for example, show him that C is in the first part of the alphabet, N is in the middle and T toward the last.

Pupils should practice and extend punctuation skills developed at previous levels. At this level, emphasis may be placed on learning to hyphenate words correctly.

In dividing a word at the end of a line, the child should be taught to break the word into syllables and to use a hyphen to show the division. He should be led to understand that a careful spacing of words and letters will prevent, to a large extent, the need for dividing words.

The number of words children need to learn to read and to write at this level increases extensively. A careful evaluation should be made of words the children will need to use frequently enough to become a part of their writing vocabulary. A systematic approach to the teaching of the spelling of those words should be employed.

A study of the pronouns may have been initiated at an earlier level. If the teacher provides many occasions for pupils to use them correctly, both in oral and written work, it may help the child to fix the correct forms and make him conscious of the incorrect form when he hears it used. Correct usage must be continually emphasized until habitual use of the proper form is established.

The teacher should provide many situations and games which will give practice with these words. Establishing the correct use of the words yours, this, and that may be done by playing the game, Is This Yours? One child goes out of the room. Each child in the group puts something that belongs to him on a table. The child who left the room comes in to try to find the object that belongs to one of the group, using the question "Is this book yours?" The child answers, "No, that is John's book." Then he selects his

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 6: (Continued)	own object and says, "This book is mine," or he may answer, "Yes, that is my book." The teacher could make up similar games to teach the use of <u>these</u> and <u>those</u>. The game of <u>Whose</u> could be played in the same way. Correct use of <u>yourself</u> and <u>themselves</u> also could be developed by the teacher, through use of the words in questions and statements.
Goal 7: Uses written language in specific situations such as informing, persuading, clarifying, describing, and narrating	The children may write announcements to tell their classmates, other classes, or parents about programs, exhibits, games, or other school activities. The teacher should help pupils make the announcement persuasive so that parents and others will want to attend the program.
Goal 8: Uses imagination and originality in personal writing	The pupil needs to gain skill in giving free oral or written accounts describing experiences or topics of interest. Topics should be chosen that will make interesting descriptions. Examples are: 1. A pet 2. A picnic 3. A surprise. The child may select one of his own experiences or possessions to talk about, or choose from a list of topics as indicated above. The teacher should help the child identify what he needs to tell in describing something. For example, if he describes something moving, he may tell about size and color, speed, the sound it makes, and how he feels about it.
Goal 9: Derives pleasure and satisfaction from writing	The pupil needs to gain some skill in expressing himself in an acceptable way. He needs practice in punctuating sentences to shade meaning. He needs to learn that using different sentence beginnings, precise verbs, and descriptive words can add accuracy and interest to his written accounts.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 9: (Continued)	Exercises in expressing the same thought in several different sentences are helpful. These can be extended to exercises in which several different paragraphs are written which tell the same thing in a different way.

L A N G U A G E A R T S - W R I T I N G

L E V E L F I V E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Extends the use of writing for various purposes

Pupils may write reports on happenings of interest and describe things familiar to the entire group.

Some Indian children, especially those learning English as a second language, may be reluctant to share information with others. It takes skill on the part of the teacher to create an atmosphere of freedom in the classroom, so that children will volunteer to tell things that are of interest to the group. In the beginning, the teacher may accept and make a point of passing on to the group any information a child gives, no matter how trivial or how told. He may stimulate contributions by manifesting interest and enthusiasm in what each individual says. Reporting may be encouraged by the teacher making his own contributions. Willingness to share information may grow out of observations in science, happenings at ball games or other school activities, or at home.

Pupils' skill in filling out forms correctly should be extended. Some forms should be filled out on the basis of oral directions and others on the basis of written directions. When errors are made, teacher and pupil should determine where the difficulty lies, so that the same errors may not be repeated.

Goal 2: Writes clear and correct sentences

Continuously working to arrive effectively at the correct way of saying something, is teaching the kind of writing that will function outside the classroom. Learning the parts of speech, and the principal parts of verbs, diagraming sentences, and concentrating on a study of formal grammar have been found to be ineffective in producing correct use of English.

Expressing a given thought in many different ways and then deciding upon the most effective way it was said, is good practice in English usage. Selecting a sentence and then adding words to alter its meaning, to give a clearer description, or make it more emphatic, is good practice. Combining short, choppy sentences into longer sentences with principal and subordinate ideas is better than learning formal grammar. Concentrated effort on the part of

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

all to correct the most common mistakes of the group, produces better results in the use of the English language than an isolated drill on grammar facts.

Goal 3: Builds well-constructed paragraphs

Children may be encouraged to construct paragraphs by giving them a topic sentence to write about.

Topic sentences beginning as follows may stimulate children to write of some experiences they have had:

I never laughed so hard in my life as when ---
I never saw such a funny thing as ---
I never was so scared before or since ---
The thing I like best about going to school is ---
If I had my, I would ---
If I had a pony, I would ---.

Suggested copies should be specific and personal. Such topies as "What I did during vacation" is personal but too general in scope.

Pictures may be used to stimulate writing. An oral analysis of the picture may be made before children attempt to write about it. Questions about what is happening in the picture, about what may have happened previously, and about what the outcome is expected to be, may be asked to prompt the writing.

Children should be assisted in writing well-constructed paragraphs about work they are doing in the content areas.

Goal 4: Organizes short papers

A class paper or school paper offers an opportunity for children to use oral and written English. Opportunities should be provided for children to talk with visitors to find out where they are from and what they do. Children

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

need to avoid questions that are too personal; such as, "How old are you?" or "How much money do you make?" Preparing an outline of the information wanted and discussing suitable questions to ask the visitor will help the children to ask acceptable and pertinent questions. Dramatizing such situations is also helpful.

In the development of units of work, the child has many opportunities to prepare short papers for a meaningful purpose. The teacher should assist him in the preparation of written reports from simple research done on a wide variety of topics of interest.

Goal 5: Composes correct and interesting letters

Pupils will have need to write short business letters to secure information, to write for materials in connection with units of work, to make out orders for themselves or for their parents. They should learn the correct form from the beginning. There are various forms which are correct, but the following form is suggested so that students will not be confused by different styles when going from grade to grade, or school to school:

Chinle Boarding School
Chinle, Arizone 00000
January 13, 1967

American Meat Institute
59 E. Van Buren Street
Chicago, I11inois 00001

Gentlemen:

Sincerely yours,

John Martin

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Summarizes and outlines simple material

In informational material where order and organization are important, the child needs to learn to make a written list of the points he wishes to make. He may arrange them in outline form. Telling where, when, and what is to take place in making announcements is important. Reporting results of an experiment and giving procedure in playing games are other activities which may require a written outline.

Children may be helped in writing a few simple notes as they read informational material. The teacher should assist them in evaluating the information noted, and in organizing their notes sequentially, if necessary, or in relation to the topic sentence of the paragraph.

Goal 7: Develops ability in the mechanics of written expression (spelling, handwriting, appearance or form, capitalization, and punctuation)

At this level, as the need arises, children may be taught to use the comma either in direct address or after "Yes" or "No" in a sentence.

Children may be assisted in using conversation in writing stories and friendly letters to make them more interesting, and may be shown how to punctuate the direct quotations.

They may learn that all words which refer to God are capitalized, including the pronouns <u>His</u>, <u>He</u>, and <u>Him</u>. The child should learn that any word which is the name of a specific title, place, company, or product is capitalized.

Pupils should:

1. Improve in using verb forms and pronouns.
2. Use a variety of connecting words to combine short sentences.
3. Locate errors and correct their own written work.
4. Extend spelling skills:
   a. Use phonetic and structural analysis in spelling
   b. Spell new words by comparing with known words
   c. Extend skills to content areas.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 7: (Continued)	5. Use both manuscript and cursive writing. 6. Use the dictionary for new meanings and pronunciation.
Goal 8: Uses imagination and originality in personal writing	In writing a friendly letter, children need to select topics that will be of real interest or news to the person who will read the letter. The teacher should encourage children to write as though they were talking to the person. They should learn that conversation will often make a letter more interesting. Descriptions should be vivid to give the reader a clear picture of a person, thing, or event. Children should be taught to avoid the subject of the weather unless it is very unusual.

LANGUAGE ARTS - WRITING

LEVEL SIX

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Extends the use of writing for various purposes

To determine needs of children in this area, the teacher may review, and evaluate, the degree of their accomplishment of tasks set at previous levels. These would include:

1. Filling out forms.
2. Filling in blanks according to written directions.
3. Writing a request for a money order.
4. Correctly addressing packages.
5. Writing from dictation.
6. Writing short reports and stories.

On the basis of this evaluation, activities may be planned to refine and extend skills needed in these areas.

Children should exert effort to improve their handwriting.

They should be encouraged to refine accounts which they write by changing words, and by writing beginning sentences which will attract the attention of the reader, telling what happened, and then bringing the account to a close.

Goal 2: Writes clear and correct sentences

Children should be guided in writing effective beginning and closing sentences. They should continue to practice writing sentences related to the oral English they are learning.

Goal 3: Builds well-constructed paragraphs

Through practice and an evaluation of results, children may increase their skill in paragraph writing. It is of more importance that written assignments require expression in patterns of English than in filling in blanks, giving <u>yes</u> and <u>no</u>, or <u>true</u> and <u>false</u> answers, or in underlining an answer.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Organizes short papers

As specific assignments related to improving written English, and as a phase of unit work, short papers or reports should be required of pupils. Their ability to prepare a report as an item of written work or as information to be shared in the development of a unit should be evaluated by the teacher. This evaluation should determine the course of future instruction.

Goal 5: Composes correct and interesting letters

Soon after pupils have received a gift or a favor, or after they have been guests in a home, they should write a thank-you letter. They should learn to say something that will show that they appreciated the gift or favor.

When it is possible for children to accept an invitation in writing, they should tell the person that they will be glad to come to the party or entertainment, stating the time and place. For example:

Dear Pupils of Group Five,

We shall be glad to come to the party which your class is giving Friday at two o'clock in the auditorium. Thank you for inviting us.

Group Six

If it is impossible to accept the invitation, they should learn to write their regrets and to give reasons for not being able to attend. For example:

Dear Pupils of Group Five,

We are sorry that we cannot come to your party Saturday at two o'clock in the auditorium. We have a ball game scheduled with Group Seven then.

Thank you for inviting us.

Group Six

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Summarizes and outlines simple material

Some practice in summarizing has been suggested at other levels. In summarizing a discussion of a science problem, for example, pupils must be able to give the point or problem under discussion and the conclusions reached. If the problem under discussion were "What to do if you find something that belongs to someone else," each child in the group should have an opportunity to express opinions and make suggestions. Through discussion, some general conclusion should be reached. If a report is made to the principal, some member of the guidance staff, or some other class, it should include the question that was discussed, the major suggestions made by the group, and the conclusion reached.

At this level children should extend skill in outlining the topic sentences of several paragraphs. The teacher may help the child to organize a longer selection by:

1. Discussing and outlining for him a simple piece of material.
2. Outlining the first topic sentence and helping him to select and write the others.

Later, pupils should practice outlining independently.

Opportunities should be provided for children to take notes on research articles, on oral reports given by classmates, and on talks given by the teacher or a resource person. Children should be alerted to points to listen for in such oral material.

Goal 7: Develops ability in the mechanics of written expression (spelling, handwriting, appearance or form, capitalization, and punctuation)

The pupil should be encouraged to develop the habit of evaluating his own written reports before others do so. He should be prompted to compare his present performance with past performances.

The teacher should help children identify spelling difficulties and encourage attempts to overcome them through the development of spelling consciousness and pride in work well done.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 7: (Continued)	Sometime during the year the teacher may test the pupils to see if they have mastered those words that are considered by authorities as causing the most difficulty.
Goal 8: Uses written language in specific situations such as informing, persuading, clarifying, describing, and narrating	Pupils who have gained some facility in speaking and writing English may be stimulated to attempt creative writing. This may be in the form of simple verse or prose.

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LANGUAGE ARTS - LITERATURE

LEVEL FOUR

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Increases his emotional and intellectual sensitivity to words and ideas

General Techniques. It is suggested that the teacher work closely with the school librarian in helping children select books of interest at their free reading level. A display of particularly well-liked books, or jackets of books, makes an interesting background for the library corner or the bulletin board.

Children will be more likely to read if they can find material that meets their interest and that is written within their vocabulary and comprehension range. The teacher should make an effort to extend the child's interests. He should select books that have heroes, action, and adventure, and relate interesting incidents and encourage the child to read the book. Children sometimes are turned against books because they select, or are told to read, books that are too difficult in vocabulary and too foreign in background. Books should be selected with interests of Indian children in mind.

After reading a book or story, a pupil may wish to make a visual aid, either flat or three-dimensional, to illustrate the setting or main event. This may be used in sharing the story with others.

The teacher may create a mood for listening to the power and beauty of good literature by giving purpose to the activity. Pupils may be instructed in the writing of haiku* poetry to learn the use of imagery in poetry. They may listen to the reading of such selections as the Gettysburg Address, President Kennedy's Inaugural Address, the Indian Prayer composed by Yellow Lark, Chief of the Sioux.

Goal 2: Becomes familiar with some of the folk tales of the world - Indian, European, and Asian

It is important to teach children that basically people are alike; but that differences are valuable, also, and should be respected.

*Behn, Harry, Cricket Songs (New York: Harcourt, Brace and World, Incorporated, 1964).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Many folk tales of other countries have a version of the "Cinderella" story, and others. Folk tales can help children gain the realization that all people have aspirations, anxieties, and needs. These tales should be read to the class so the teacher can give children help in interpreting them.

Goal 3: Gains some skill in appraisal of characters encountered in his reading of children's literature

A pupil may describe a character who might be a good model for those in the class to follow. He should be encouraged to give his reasons for considering this character exemplary.

Children need to gain acquaintance with outstanding heroes from various cultures. Every child should become acquainted with the outstanding people of his tribe and with some other outstanding men and women of history. Pupils may be encouraged to recall the mental pictures they formed of some of the characters in stories they have read. They may think about the appearance, mannerisms, speech, and personality of one, make a few notes, and write a descriptive paragraph.

Goal 4: Extends his ability to relate and identify with situations and characters in stories he reads

The teacher may use leading questions that would help the pupil relate to the situation in the story; for example:

What would you do in this situation?
Does the main character in the story behave as you do?
What do you think he should have done with the problem?

Goal 5: Enjoys nonsense and humor in poetry

Young people need to laugh. The classroom is one place for them to share funny happenings and exchange humor found in books. The teacher should capitalize on the popular children's jokes or funny routines. A good beginning is a bulletin board of pictures of laughing faces or well-known cartoon characters. This might be followed by teacher-led discussions on what makes people laugh. Pupils may tell jokes, and the teacher may well contribute jokes. Elements of humor may be compared. Humorous poetry, stories, and limericks may be read. Original cartoon strips may be made.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Explores contributions of Indian tribes to the literary heritage

For better understanding and appreciation of Indian cultures and the changes that are taking place in them, children should be encouraged and helped to search out and read or tell stories and legends from their own and other Indian tribes. In cases where these are not written, children may be able to tell them to the group. These can be written down, either by the children who told them or by the teacher, as they were told; or recorded on tape as the children tell them (if doing so is not disturbing to the story teller). If these stories are bound into booklets for future reading, they are often a source of delight, interest, and pride to the children.

It is advisable to check with a tribal leader or another knowledgeable tribal citizen to determine if it is permissible for these legends to be used in this way. When the legends are to be written, leaders may wish to check on the accuracy of the children's versions before the stories and legends are put into any permanent form.

The teacher may plan with the children to invite some good story tellers from the tribal groups to come to the school and tell them stories and legends. When agreeable to the story tellers, these stories and legends may be preserved by tape recordings or writing, for future use.

Some simple comparisons between humorous stories of Indian and non-Indian origin may be made.

LANGUAGE ARTS - LITERATURE

LEVEL FIVE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Increases his emotional and intellectual sensitivity to words and ideas

General Techniques. It is suggested that the teacher work closely with the school librarian in helping children select books of interest at their free reading level. A display of particularly well-liked books, or jackets of books, makes an interesting background for the library corner or the bulletin board.

Children will be more likely to read if they can find material that meets their interest and that is written within their vocabulary and comprehension range. The teacher should make an effort to extend the child's interests. He should select books that have heroes, action, and adventure; relate interesting incidents; and encourage the child to read the book. Children sometimes are turned against books because they select, or are told to read, books that are too difficult in vocabulary and too foreign in background. Books should be selected with interests of Indian children in mind.

After reading a book or story, a pupil may wish to make a visual aid, either flat or three-dimensional, to illustrate the setting or main event. This may be used in sharing the story with others.

The teacher may create a mood for listening to the power and beauty of good literature by giving purpose to the activity. Pupils may be instructed in the writing of haiku* poetry to learn the use of imagery in poetry. They may listen to the reading of such selections as the Gettysburg Address, President Kennedy's Inaugural Address, the Indian Prayer composed by Yellow Lark, Chief of the Sioux.

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EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

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LANGUAGE ARTS - LITERATURE

LEVEL SIX

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

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Goal 3: Gains some skill in appraisal of characters encountered in his reading of children's literature

A pupil may describe a character (from a book he has read) who might be a good model for those in the class to follow. He should be encouraged to give his reasons for considering this character exemplary.

Children need to gain acquaintance with outstanding heroes from various cultures. Every child should become acquainted with the outstanding people of his tribe and with some other outstanding men and women of history. Pupils may be encouraged to recall the mental pictures they formed of some of the characters in stories they have read. They may think about the appearance, mannerisms, speech, and personality of one, make a few notes, and write a descriptive paragraph.

Goal 4: Extends his ability to relate and identify with situations and characters in stories he reads

The teacher may use leading questions that would help the pupil relate to the situation in the story; for example:

What would you do in this situation?
Does the main character in the story behave as you do?
What do you think he should have done with the problem?

Goal 5: Enjoys nonsense and humor in poetry

Young people need to laugh. The classroom is one place for them to share funny happenings and exchange humor found in books. The teacher should capitalize on the popular children's jokes or funny routines. A good beginning is a bulletin board of pictures of laughing faces or well-known cartoon characters. This might be followed by teacher-led discussions on what makes people laugh. Pupils may tell jokes, and the teacher may well contribute jokes. Elements of humor may be compared. Humorous poetry, stories, and limericks may be read. Original cartoon strips may be made.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Explores contributions of Indian tribes to the literary heritage

For better understanding and appreciation of Indian cultures and the changes that are taking place in them, children should be encouraged and helped to search out and read or tell stories and legends from their own and other Indian tribes. In cases where these are not written, children may be able to tell them to the group. These can be written down, either by the children who told them or by the teacher, as they were told; or recorded on tape as the children tell them (if doing so is not disturbing to the story teller). If these stories are bound into booklets for future reading, they are often a source of delight, interest, and pride to the children.

It is advisable to check with a tribal leader or another knowledgeable tribal citizen to determine if it is permissible for these legends to be used in this way. When the legends are to be written, leaders may wish to check on the accuracy of the children's versions before the stories and legends are put into any permanent form.

The teacher may plan with the children to invite some good story tellers from the tribal groups to come to the school and tell them stories and legends. When agreeable to the story tellers, these stories and legends may be preserved by tape recordings or writing, for future use.

Some simple comparisons between humorous stories of Indian and non-Indian origin may be made.

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A R T

L E V E L F O U R

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Begins to develop an aesthetic taste for art through exposure to examples within his realm of appreciation

The teacher might select available reproductions of masterpieces for display. Subject matter of interest to children should be chosen, such as pictures including an animal. Such a display may be part of a "beauty corner."

Goal 2: Increases skill with art media

Children's experiences with block printing can be extended through the use of linoleum and wood blocks. Design and figure carving may be introduced. Work with collages may be expanded. /D'Amico (5).

Goal 3: Increases skill to illustrate or creatively depict areas of learning

Children should be encouraged to experiment with a variety of art media in creating items and meaningful projects for all subject areas. Originality and creativity should be stressed.

Bulletin boards, murals, friezes, collages, and two or three dimensionals are useful in illustrating concepts and relationships. Pupils should be encouraged to plan and develop such exemplifications utilizing a variety of art media.

Modeling is useful for mock-ups, dioramas, or table displays. Such media as papier maché, sawdust, dough, plaster, asbestos, and paraffin can be used as effectively as clay.

Goal 4: Increases skill in working independently with a variety of art media

A pupil of this level may:

1. Make creative pictures of home life and describe them to the class.
2. Demonstrate how certain media are used.
3. Create and construct his own project.

/D'Amico (5).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Continues to refine appreciation of the arts of his tribe through experimentation

Children might be guided in planning and developing a display of the use of tribal art in everyday living. After the display is created, individuals might tell of their contribution to the display. As a culminating activity, other classes might be invited to view the display and listen to explanations made by contributors, or an assembly program might be given. /Anderson (1).

Goal 6: Begins to recognize realism, detail, and relationships

As children create and as they study the creations of others, they may be guided in recognizing these art qualities.

Goal 7: Increases appreciation of the art contributions of many groups

A social-studies-centered unit would provide children with many opportunities to study other people and their contributions to art. /Anderson (1), and Munro (13).

Sample Language Implications Related to this Goal

I liked our trip to the Mexican exhibit.
I liked the paintings. The colors were so bright.
The tin sculpture was very interesting.
Oh yes, I liked the big rooster.
I liked the pottery. The jars were pretty shapes.
I liked the green serape. I would like to have one like that.

Goal 8: Increases appreciation of beauty in man-made objects

Children may:

1. Display articles to demonstrate beauty in items of everyday use.
2. Post pictures or paintings of cathedrals to portray beauty in architectural design.
3. Base discussions on their understanding and appreciation of the beauty of man-made objects. /Birren (2).

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 9: Increases appreciation of the natural beauty of his surroundings	Groups may be taken out-of-doors to experiment in drawing from nature. Later, they could experiment on drawing from memory. They should be helped in identifying realism, detail, and relationship.

A R T

L E V E L F I V E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Continues to develop an aesthetic taste for fine art through discussions of examples within his realm of appreciation

The teacher may begin to discuss with the children some of the functions of fine art in architecture, religion, fashion, and the like. Anderson (1), and Birren (2).

Sample Language Implications Related to this Goal

The teacher shows prints of Durand, "Kindred Spirits"; Monet, "Ile Aux Fleurs"; Marin, "The Singer Building"; and Leger, "The City" as examples of realistic, impressionistic, semi-abstract, and abstract painting, respectively. Then pupils are given 12 to 16 other prints to sort as to style, by matching with samples. As they do so, a pupil may say:

I think this is an impressionistic painting.
I think this is an abstract painting.
I think this is a realistic painting.
I think this is a semi-abstract painting.

They might also express likes and dislikes; such as:

I like this.
I don't care for this one.
This is beautiful.
This is one that is interesting.
This one doesn't do a thing for me.

Goal 2: Increases skill with a variety of art media

Children should be introduced to:

1. Leather craft.
2. Ceramics - pottery.
3. Ink drawing.
4. Chenille craft.

Peter (14).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: Incorporates art skills into subject areas

Children may expand their creative abilities by developing original visual items for all subject fields. Units of work may take on added meaning, if students are free to illustrate or express themselves in their own unique ways through the use of:

1. Pictures or illustrations.
2. Cartoons.
3. Papier maché modeling.
4. Copper tooling.
5. Wood or soap carving.
6. Weaving.
7. Beading.
8. Stenciling.
9. Block or linoleum printing.

Goal 4: Enjoys working independently and creatively in art

The teacher should make provisions for the child to experiment freely in:

1. Balance.
2. Variation.
3. Unity.
4. Contrast.
5. Rhythm.

He may help the children plan a simple exhibit to demonstrate these principles and invite other classes to view the exhibit. Children should be encouraged to tell others about their art work. /Bjoland (3), Peter (14), Reed (16), and (7).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Begins to appreciate the unique contribution of North American Indian art

Committees may help in planning a unit on the contribution American Indian art has made to life in America. Displays can be prepared as part of the study. Each child should be prepared to tell others about his contribution to the study and display. To share information and achievements, an exchange assembly program with some nearby school might be given.

/D'Amico (5).

Goal 6: Begins to incorporate appreciation of natural beauty and man-made objects into his art efforts

This may be accomplished by the child:

1. Using well-selected colors in his creative paintings.
2. Weaving miniature rugs.
3. Drawing and painting designs.
4. Constructing table models of his environment.
5. Taking a field trip or walk to sketch from nature.
6. Selecting an appealing structure or man-made object for sketching.

/Anderson (1).

Goal 7: Begins to appreciate color relationships

Pupils may:

1. Construct a color wheel and study its purpose.
2. Demonstrate color relationships.

/Birren (2).

Goal 8: Gains some skill in recognizing realism, detail, and relationships

The teacher should provide for the children to experiment with original two-color, one-repeat designs. Borders, book marks, book covers, and the like, can be made. /Anderson (1).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 9: Begins to appreciate that art is a language common to all people	Through the use of films, examples of various types of art, visits from resource persons, and if possible, a visit to an art gallery or art show, children should be guided in understanding that they can learn much about various kinds of people from a study of their art.

LEVEL SIX

ART

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses art in a variety of curricular activities

Arts and crafts may be used effectively in a variety of curricular activities. Children may use different media in developing visual materials for the classroom. Dioramas, mock-ups, mobiles, laminations, and holiday items can add personality and beauty to a classroom. They may be subject-oriented or theme-oriented. Decorations for parties, dances, or dinners can be created. Through providing a rich background of experience from which creative ideas may develop, festive decorations for holidays or special occasions may be designed and produced.

Goal 2: Enjoys creative art

The teacher should provide for creative experimentation in the media with which the child is familiar and interested.

The children may wish to experiment in working in group situations on a mural or frieze, after planning it together. They may wish to choose a particular art element to stress; for example, contrast or balance.

/D'Amico (5).

Sample Language Implications Related to this Goal

I finished another painting last night. I want to hang it in our dormitory living room.
I'm still working on my bead necklace. I think it will be pretty.
I embroider a little while every evening on the dresser scarf I'm making.
I just started a new wood carving. It's going to be a horse.

Goal 3: Continues to develop aesthetic taste through discussion of examples of fine art

Teacher and pupils might plan a unit on the contributions of fine art to happier living. The children might prepare a pictorial display illustrating points stressed for discussion. Simple research could be done. Reports could be given on this research. /Anderson (1).

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: Increases skill with art media	If possible, children may collect colored sand. It may be mixed with a solution of clear corn syrup and water. This makes an interesting new media. Children may experiment in painting on cloth or board. /D'Amico (5).
Goal 5: Begins to appreciate the unique contribution of Indian art of the Western Hemisphere	Through unit development, related particularly to the area of literature, music, or social studies, children may learn of the artistic contributions of Indians of the Western Hemisphere. On the basis of simple research done, a variety of art activities may be integrated in the development of the unit to reflect Indian contributions.
Goal 6: Continues to incorporate appreciation of natural beauty and man-made objects into his art	The teacher may make provisions for the children to experiment with repeat designs. They may experiment with designs taken from nature and in designs taken from man-made objects. /Anderson (1).
Goal 7: Extends his appreciation of color relationships	Study and experimentation with the color wheel should be continued. Children may experiment in mixing colors and studying color value and effect. /Birren (2).
Goal 8: Continues to gain skill in recognizing realism, detail, and relationships	The teacher might prepare a simple still-life arrangement and encourage the children to draw this in black and white. Their attention should be called to the manner in which shadow falls, to which area is darkest, to proportion of the objects, and to perspective. Another still-life arrangement could be prepared at a later date. Without reminding the children of the earlier discussion, their observations might be analyzed and evaluated. /Anderson (1).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 9: Gains in appreciation of art as a language common to all people	Pictures demonstrating functional art contributions of various groups of people might be accumulated. Children could discuss pleasing and useful characteristics of the pictured items. The child should understand that pictures represent an artist's impressions. feelings, and interpretations. Children may be led to discover that a person's art work--such as Dutch designs on kitchen utensils, Chinese motif in furniture, or Indian designs in fabrics--can be enjoyed by others, even though they never saw the artist, do not speak his language, nor understand his customs.
Goal 10: With guidance, develops some constructive self-criticism of own art efforts	The teacher should collect a variety of examples of such principles as shading, perspective, and proportion, to use for demonstration purposes, and for discussion. Children should be guided in experimenting with techniques related to these areas of art. After some practice, the teacher and pupil may evaluate what has been produced. /D'Amico (5).

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HEALTH AND PHYSICAL FITNESS

LEVEL FOUR

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Bathes without supervision using available facilities

At this level the child should bathe without supervision and be responsible for his own towel, washcloth, and toothbrush. He should care for his nails and put scissors in their proper place after using them.

Goal 2: Respects native foods and knows that they fit into the four basic foods

The teacher may select a food chart of the Four Basic Foods and help pupils find native foods for each of these, if possible. Pictures of the native foods may be made and arranged in the same pattern.

Children may check their daily diet at school and at home to see if a sufficient variety of foods is being eaten. They should know that some foods from all groups should be eaten each day to insure proper nutrition and elimination.

Children may make individual charts of native foods and take them home to talk to parents about the food on the chart.

Goal 3: Knows the importance of examination of eyes, ears, and teeth

The teacher may explain to the children what is done when their eyes are checked with the Snellen Chart. The importance of an eye examination, especially if there is danger of trachoma, should be stressed.

Children should report any ache or discharge from the ears. They need to understand that it is important to protect the ears from hard blows and sharp objects, and to avoid getting anything in the ear.

Children may discuss the different teeth used for biting and grinding food. They should learn the importance of caring for a small cavity and of reporting any aching teeth. They should know that some children may have lost teeth because of neglected cavities.

Sample Language Implications Related to this Goal

It is important for the doctor to examine my eyes and ears.
He might find a disease that I don't know I have.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

A disease can be cured easily in the beginning.
He can find out if my eyes and ears are working properly.
If they are not, he can give me glasses or aids to correct the trouble.
I can do my school work better, and play better, if my eyes and ears are working properly.

Goal 4: Observes safety rules around cars, planes, boats, wagons, and water

Before going on a trip, safe travel behavior should be discussed. Emphasis should be placed on keeping out of the path of a bus, car, wagon, or plane, until it comes to a full stop; getting on and off a bus without crowding or shoving; being seated so no one needs to stumble over another; remaining seated until the vehicle stops; and keeping hands, head, and feet inside. The importance of waiting to get on or off a conveyance until it has stopped, and the danger of jumping or hanging on to moving vehicles should be stressed. Daily records of accidents published in the newspaper may be used in discussing safety. This information may provide data for making bar graphs. Pupils may find or make pictures illustrating safety in riding in cars, buses, planes, boats, and wagons.

It is important that children learn that they do not go into water too soon after eating. The teacher, in his discussion with the children, may point out that even those who are good swimmers sometimes dive into water they do not know, and are injured.

Goal 5: Knows proper way to put out campfires

Children should be taught that many destructive fires are caused by campfires that are left burning. Before going on a picnic or camping trip, standards of behavior to be observed should be set. The teacher should stress that putting out the campfire is the last responsibility of a picnicker or camper. Before leaving the camp or picnic place, he should demonstrate for the children how to put the fire out by pouring on water if available, or by covering it with dirt or sand and staying with it until it is certain that the fire cannot spread.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Knows he should see a doctor or responsible person if he has had a serious fall

Children should learn that an injured person should be taken to the hospital if possible, so an X-ray can be taken. The importance of getting medical attention in case of serious accidents, where there is a possibility that a bone may be broken, should be emphasized. If anyone in the community has a broken bone, he may talk to the class about the way the doctor helped him.

Goal 7: Knows names of the heart, lungs, and stomach, and their relative locations in the body

Children may listen to the heart beats of each other. The teacher may show them a picture of the heart in a health book. They may look at the heart of an animal, such as a chicken, pig, or sheep. The animal heart may be cut open for children to see how it looks inside. Some children may report information found in health books. The class may discuss why the heart beats.

The teacher may show the location of the stomach in the human body and give a simple explanation of how the food gets to the stomach.

Pupils may examine the lungs of a chicken or sheep and note the spongy texture. The position of the lungs in the body and the function of the lungs may be discussed.

Films, strips, charts, and pictures may be used to reinforce learning.

Goal 8: Knows why some bones break easily.

Children may examine different kinds of animal bones, and a bone that has been burned, or dried for a long time, to find how they differ. They may try to break them and observe which one breaks more easily. A bone may be soaked in vinegar until it can be bent. The teacher should explain to the children that the vinegar removes the calcium from the bone and that burning a bone removes the animal matter. The teacher should help them to understand that bones contain two substances, animal and mineral matter. Pupils need to learn that bones require the right kind of food to produce both of these substances.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 9: Knows why it is important to report sores, blisters, and eruptions in the skin	Children may be guided in perceiving how little things grow into big things; such as a small rip uncared for becoming larger, a little fire growing into a destructive one, a little sore becoming a big one. The child should learn from experience that reporting sores, blisters, and eruptions prevents the spread of infection. The teacher should impress upon the children the importance of not using a second time anything previously used to apply medicine on a sore. Children may watch a nurse treating sores. The teacher may call the children's attention to the fact that the nurse uses a new applicator for each application, and that she washes her hands with soap and water after treating a sore.
Goal 10: Knows what immunizations he has had	The teacher may find out from the health records what immunizations each child has had. He may help pupils learn what immunizations they have had and how this protects them from specific diseases.
Goal 11: Knows what diseases require quarantine by law	The teacher should help pupils learn that a quarantine sign means for others to keep away, and for those quarantined to stay inside; that quarantining is done to protect others, and to keep diseases from spreading. Children may write to the state health department to find out what diseases are subject to quarantine in the state in which the school is located. Reports of this information may be given to the class.
Goal 12: Handles properly the tools and implements he uses	Before introducing the use of any new tool, the teacher should demonstrate its use, showing the child how to handle it safely and how to take proper care of it. For example, the child may be taught to lay a plane on its side to protect the blade; to oil some tools and implements before putting them away. The importance of putting tools away properly as a consideration for the safety of others should be stressed.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 13: Knows the danger of using gasoline, kerosene, floor wax, and fuel oil	Children may search for newspaper articles about explosions and fires caused by kerosene, floor wax, fuel oil, and gasoline to learn of the danger of using these agents. Accidents in the community or a neighboring community caused by these agents may be discussed. Tours of the school community may be made to look for gasoline, kerosene, or fuel oil cans which are in hazardous places.
Goal 14: Avoids hazards peculiar to his environment; such as, rivers, trains, stairs, bicycles, electric cords, wires, and open fires	Special effort should be made to inform pupils at this level of hazards existing in their immediate environment; such as, electric cords, wire, open fires, broken glass, unsafe limbs on trees, dangerous animals, traffic dangers, trains, rivers, ponds, canals, arroyos, embankments, unsafe furniture, stairs, sling shots, firearms, firecrackers, icy walks and steps, winter sports, and bicycles. To impress upon pupils the dangers they should avoid, the teacher may use stories with distinct emotional appeal, films, cartoon strips, and other visual aids. Some hazards may be eliminated by the children making repairs that are within their ability. They may report hazards beyond their ability to remedy to responsible persons. A unit on Summer Safety developed two or three weeks before school is out may help children have a safer summer.
Goal 15: Understands why drinking alcoholic beverages is a harmful habit to form	Pupils may learn such facts about alcohol as: 1. Alcohol is not a good food. 2. People who are intoxicated cannot think or act accurately. Emphasis should be upon the formation of good health habits, and on consumption of healthful beverages and foods.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 16: Understands how smoking is harmful

The teacher may explain how smoking harms the lungs and heart.

A Boy Scout Master, a coach, or a community athlete may talk about keeping physically fit. Pupils may be led to imitate someone who is a good example of physical fitness.

Goal 17: Maintains correct posture

Teachers should strive to create within each child the desire for good posture. To help create this desire the following are recommended:

1. See that all children understand how to move correctly in all situations.
2. Have children write slogans about problems of posture.
3. Have available for the children pictures of famous men and women who are standing or sitting correctly.
4. Have children present talks on different phases of posture before school assemblies or other groups.

Goal 18: Plays individual and dual games

Each boy and girl should have opportunities to engage in a variety of individual and dual games in addition to organized team games. These are games like tennis and handball in which from one to four players participate. Games particularly suitable for physical education at the elementary level are deck tennis, horseshoes, badminton, paddle tennis, tether ball, croquet.

Goal 19: Continues training in physical skills

In the intermediate grades, emphasis should be placed upon the improvement of techniques, control in performance, and progression from simple to more difficult activities performed by the individual alone. No stunt should be used that requires the performer to carry a weight equal to or more than his own weight. Several suggested stunts are: chicken walk, jumping jack, bear dance, measuring worm, forward roll, cartwheel, and heel slap.

Goal 20: Starts competing in team games under no pressure

Because most team games are very vigorous, they have a profound influence on the functioning of the body. Because of irregularities in the growing process, long continued running, highly competitive games that are physically

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 20: (Continued)	and emotionally exhausting, and feats of endurance requiring great muscular effort may cause great damage to a child. Intermediate-age boys and girls enjoy games that have the team element, if the techniques and rules are not too complex. It is necessary to provide children at this level with the type of game that allows both individual and team play, such as dodge ball, stealing sticks, goal toss, keep away, elementary hockey or shinny.
Goal 21: Learns the elements of good sportsmanship	Concepts of fairness, kindness, honesty, courtesy, loyalty, generosity, courage, doing one's best, and others are firmly bound to the motor experiences of physical education and should be developed through such experiences.
Goal 22: Spends some time playing quiet games of his own volition	Children should learn a number of quiet games that they can play well and enjoy. There will be times both at home and at school when they must stay inside and provide their own entertainment. Such games are: Black Magic; Coffee Pot; Simon Says; Thumbs Up; Buzz; Anagrams; Bird, Beast, or Fish. Each tribal group will be found to possess some group and individual games. The teacher should find out what these are, and include them as part of the physical fitness program.
Goal 23: Learns to swim with supervision when there is opportunity	As a recreational activity, swimming probably has few equals. Children living in areas with ponds, lakes, pools, and rivers should be taught to swim, and that they should not attempt to swim without supervision. This goal should be carried out insofar as the teacher is able to do so.
Goal 24: Knows and practices pedestrian safety	Pupils may write reports about the right and wrong ways to cross streets, walk on highways, and get on and off buses. With the assistance of the teacher, they may compose songs and slogans on safety. Posters showing safe and unsafe pedestrian practices may be made.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 25: Uses safety precautions in and around water	The school nurse or doctor may be invited to explain dangers of sunburn. Children may make swimming safety posters illustrating safety rules they have learned. The teacher may demonstrate the use of a life jacket when boating. Emphasis should be on the wisdom of being prepared.

HEALTH AND PHYSICAL FITNESS

LEVEL FIVE

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Knows how to take a bath when running water is not available	Using a washable doll, the teacher may demonstrate to small groups of children how to take a bath using a bar of soap, handsized washpan, towel, and a container for soap. Face, ears, and neck should be washed first with suds and then with clear water, and dried with the towel. The teacher may point out that soap suds may cause skin irritation, if not washed off. Children should learn to proceed from trunk to limbs, removing garments above the waist and bathing that portion, drying and replacing clothes before uncovering the rest of the body for bathing. The need for thorough daily bathing of armpits and pelvic regions should be stressed. Variations may be offered by the children, including two wash basins of water (one for soaping and one for rinsing), or an improvised shower.
Goal 2: Understands that germ-bearing insects and other animals may cause disease in people	Diseases caused by mosquitoes, flies, ticks, and rats should be considered. The class should discuss what should be done if a person is bitten by an animal and why pets are innoculated against rabies. The class may illustrate how to make an outside toilet fly-proof and sanitary, and how to make trash cans to use at home.
Goal 3: Appreciates the importance of good sleeping habits	Pupils may read to learn factors which affect sleep; such as, ventilation, quiet, darkness, proper bed, sleeping garments, and clean bed clothing suitable to the weather They may discuss personal experiences involving the loss of sleep; observe the rest and sleep habits of growing animals, such as pets and farm animals; investigate State laws as to length of working hours for engineers and drivers of State conveyances.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Knows the importance of proper eating habits

Pupils may discuss the effects of eating candy and drinking pop before meals and determine why eating just before meals spoils the appetite. They may be encouraged to substitute carrots, apples, raisins, and grapes for between-meal foods.

Effects of improper diet on the teeth should be discovered.

The importance of proper diet for regular elimination should be stressed.

Pupils may keep a record of all food eaten for a week, including between-meal snacks, and check the week's record against the Basic Four Foods.

Pupils may prepare dishes using native recipes and foods. A collection of native recipes may be made and shared with the class.

With the help of a home extension agent, children might prepare a basic four food chart of native foods. With the aid of the chart and the basic food chart of regular foods, they may check both home and school consumption of foods to see if the diet is adequate. Middle-class prejudices about food shouldn't influence this evaluation. In many native areas, the only sources of needful vitamins are animal viscera and unusual vegetation. Children should become informed of the food value of these and be encouraged to continue eating them.

Goal 5: Knows the importance of good posture

The class should study proper sitting, standing, and walking posture. A list of causes of poor posture and ways of improvement might be made. Desks should be adjusted for comfortable sitting posture. The posture of athletes as shown in pictures may be analyzed. Posture of musicians and singers may be discussed. Children should be taught to lift objects correctly. Effects of posture upon appearance should be analyzed. The teacher should examine the heels of children's shoes. If heels are not even and level, they should be repaired to see if posture improves.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: (Continued)	Children may play posture games (statue) and dramatize good and poor posture.
Goal 6: Uses care in serving food and handling dishes properly	Children may demonstrate the correct handling of dishes and utensils in setting the table. The training should be consistent and should include developing the following habits: 1. Handling glasses by the lower part and storing them upside down on a clean surface. 2. Keeping fingers out of glasses. 3. Picking up cups by the handles. 4. Picking up silverware by handles. 5. Storing silverware in compartment boxes. Posters illustrating these learnings can be secured from Haskell Institute, Lawrence, Kansas. Children may make their own posters and arrange a bulletin board. To retain their appeal, posters and items on bulletin boards should be changed often.
Goal 7: Takes proper care of his eyes	The teacher should arrange seating for the best eye comfort of the pupils. Children should be reminded to keep fingers and other objects away from the eyes. Types of eye emergencies, such as foreign bodies in the eye, and what to do about them, should be discussed. Pupils may study how eye glasses may help correct vision. Pupils who have glasses may need to be reminded to wear them, and to keep them clean.
Goal 8: Knows something about how and why we breathe	A pupil may measure a child's chest after exhaling; then after inhaling. The class may figure the amount of expansion in inches and explain why there is a difference.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

The need for good air may be demonstrated by:

1. Burning a candle in a container to exhaust the oxygen.
2. Observing a plant dying in container in which it can get sun but not air.

Goal 9: Knows what precautions to take when walking on the highway

Children may discuss injuries or accidents they had or heard about, and attempt to discover how they might have been prevented.

Children may make a list of traffic rules such as:

1. Always walk facing oncoming traffic.
2. Step off the highway when two cars are about to pass or meet near you.
3. At night, carry a flashlight, or wear something white, or a belt with a reflector button attached.

Children may be encouraged to talk about safety lessons with parents.

They may plan and give an assembly program on precautions to take when walking on the highway.

They may make a tour of the roads around the school to determine what precautions are necessary.

Goal 10: Has a knowledge of fire hazards and takes appropriate action

Films on fire hazards may be shown. Children should learn to whom hazards should be reported. The following questions may be investigated:

1. Why should a match not be struck when there is an odor of gas?
2. Why is it inadvisable to run to a fire?
3. Why should lighted cigarette stubs not be thrown from a car?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: (Continued)

4. Why are fire drills necessary?
5. What is the proper way to smother a fire if one's clothing is ablaze?

Precautions to be taken in case of atomic warfare should be touched upon briefly. Undue emphasis on this may cause children to worry unnecessarily.

Committees may prepare a checklist and make a home safety inspection. Pupils may dramatize the proper way to smother a fire in clothing.

Goal 11: Knows at least one method of artificial respiration

It is suggested that a recent edition of a Red Cross or Boy Scout manual be followed in teaching artificial respiration.

Goal 12: Appreciates modern medical aids

The group may visit the hospital with the teacher to become acquainted with medical equipment. The use of some equipment may be demonstrated.

If possible, children's own X-rays may be examined in the classroom. Films may be held against the window or an illuminated box so that they may be seen clearly.

Goal 13: Knows that disease control and prevention are based on scientific methods

Through research, pupils may identify health heroes and heroines and what each did to become one. For example:

1. Pierre and Madame Curie
2. Sir Alexander Fleming
3. Edward Jenner
4. Robert Koch
5. Anton van Leeuwenhoek
6. Joseph Lister
7. Abbe' Spallanzani
8. Florence Nightingale
9. Louis Pasteur

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 13: (Continued)	10. Walter Reed 11. Wilhelm Roentgen. Some contributions of science to disease control may be studied. Judiciously, the teacher may guide children in analyzing some superstitions which are related to health.
Goal 14: Knows how to dispose of trash and garbage	Committees may survey the school and grounds, and list all disposable waste that may be classified as garbage or trash. Action to be taken to dispose of these waste items may be determined. Children should be aware of dangers of improper garbage and trash disposal. They should be led to generalize that uncovered garbage and food provide breeding places and food for rats, flies, and roaches; and that trash may be a health hazard.
Goal 15: Knows that he should go to the hospital in early stages of illness	The serious effects of illness not cared for promptly should be learned. A committee may discuss this problem with the doctor or nurse and report to the group. Some pupils may find out how many room absences were caused by illness and which ones might have been prevented, if the child had been taken care of earlier.
Goal 16: Knows how common diseases are spread (itch, impetigo, colds, trachoma, tuberculosis)	Pupils may write to the State Health Department, State Department of Education, or State University for information on communicable diseases. The teacher may check the Servicewide Film Library catalog for films on the subject. He should develop with children the understanding that: 1. Itch is spread by body contact and may be spread by towels or bed linens.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 16: (Continued)

2. Impetigo germs seem to be everywhere; and if the skin is broken, they may enter.
3. Colds are airborne and are spread through droplet infection, which enters through the nose and throat.
4. Trachoma is spread through contamination on hands, washpans, and towels; its germs enter the eyes.
5. Tuberculosis germs can enter the body through the nose or mouth.

Children should be encouraged to talk with their parents about the spread of diseases. A committee may find out and report the safeguards used by the school against the spread of disease.

If an epidemic occurs, the class may discuss how it could have been prevented and list the possible causes of the epidemic. Findings may be printed in the elementary newspaper and displayed on bulletin boards.

Goal 17: Knows why alcoholic beverages are harmful

Harmful physical effects of alcoholic beverages should be determined and discussed. Harmful social aspects of drinking should be noted.

Goal 18: Understands why most athletes do not smoke

Pupils may do some research on the effects of nicotine and tar in tobacco smoke. They may learn that the heart has to work harder because the small arteries are made smaller by the nicotine in the blood, and sometimes smoking interferes with one's appetite.

Goal 19: Continues to practice basic stunt skills, and improves play on apparatus

Children shall not be encouraged to attempt new activities until old ones are fully mastered. A controlled performance with appreciable periods of rest during the stunt or at the finish should be required. The following activities develop skill in apparatus play: pull ups, chins, monkey bar hand walk, pole or rope climb, riding the bicycle on the horizontal bar.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 20: Knows the rules of at least one organized game, and is able to carry on the game without an adult leader

The school program should be planned so that all children experience the responsibility of leadership and fellowship. Opportunity for such training should be given from the beginning of school life and should be emphasized in the program from the fourth grade on.

Sample Language Implications Related to this Goal

Example: Pupil gives directions for games such as "Last Couple Out."

Let's play "Last Couple Out."
Everyone get a partner.
Partners make a double line facing me.
I'll be the caller.
When I say "Last couple out," the last two run, one on each side of the line, and try to get together before I catch one. If I catch one, he's the caller.

Goal 21: Participates in a wide range of activities and organizations using many kinds of materials

A planned program that offers widely diversified experiences in many phases of physical activity is all-important for children in the intermediate grades. Specialization in any one field is not desirable at these age levels. Recess, noon, after-school hours, and vacation days offer time for continuous growth through the fullest utilization of school play facilities.

Goal 22: Knows group games of higher organization (relays, team games)

Highly organized team games played with official rules are generally not introduced until the 7th grade, although the skills and techniques involved in these games are taught earlier in the form of simple games and athletic events. Games that develop basic skills include work-up in softball, pin basketball, circle kick ball, center catch touch ball, shuttle relay, and rescue relay.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 23: Shows responsibility in team leadership (team captains, squad leaders)	Suggested ways in which the alert teacher may develop leadership ability in pupils are: 1. As children develop socially, assign them to teach games or rhythms. Before the presentation, give help to those assigned, if assistance is requested. 2. As the pupils become aware of the responsibilities and skills required in leadership, encourage them to choose their own leaders.
Goal 24: Knows how to prevent accidents involving broken glass, bicycle riding, walking on streets at night	The class may organize a clean-up patrol to keep broken glass off the school grounds. The committee may make "Be Safe, Not Sorry" or "Walk Carefully" posters for display in halls, playrooms, and near stairways. Others may write slogans for safe bicycle riding and make "Wear White at Night" posters. The class may discuss the importance of fifth-grade pupils setting a good example for younger pupils.
Goal 25: Learns safety rules for swimming and fishing	A panel discussion on "It's Smart to Follow Safety Rules" or similar subject may be held. Accident prevention related to swimming and fishing should be examined.

HEALTH AND PHYSICAL FITNESS

LEVEL SIX

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows that he should do his best each day to eat foods which supply the food materials his body needs

The teacher may collect pictures of attractively-set tables and attractive-looking foods to stimulate discussion of such topics as "Which foods make you feel hungry?" and "Why?"

Children may keep a record of the kind and amount of food eaten in one day, including between-meal snacks, and compare it with a Four Basic Foods chart. They may determine if the choice of foods eaten could have been better. The Master Menu may be posted in the classroom and reviewed with the children daily before going to the dining room.

Children may keep a record of all fried foods eaten in one week. Opposite each item they may write how it could have been baked, broiled, steamed, or boiled.

Goal 2: Knows how to take proper care of his own clothing

The teacher may:

1. Demonstrate the proper way of sorting clothing for laundering according to color, material, and use.
2. Demonstrate and explain the proper use of the washing machine and washboard.
3. Demonstrate proper ironing or pressing techniques for various materials and garments.

Purposeful arithmetic problems related to the cost of clothing may be computed. Pupils may estimate how long their fathers must work to pay for various articles of clothing.

The teacher may plan with the group what is needed in a mending kit. The pupils may assemble these items and make small repairs to their clothing.

Children may plan desirable ways for storing various articles of clothing. The teacher may work with the guidance staff to make it possible for them to

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: (Continued)	carry out their plans. Pupils may be assisted in reading and following directions for proper laundering of different materials. The teacher may demonstrate the proper and improper care of leather by soaking two small pieces in water, drying one rapidly and one slowly. The piece dried slowly may be saddle soaped and polished. Pupils may compare this piece with the piece dried quickly.
Goal 3: Understands that a well-groomed person must have a clean body, well-cared-for hair and nails and clean, neat clothes	The teacher may display pictures to stimulate questions related to personal hygiene. Children may view films, filmstrips, and slides on the subject. They may demonstrate proper ways of brushing and shampooing the hair, and caring for hands and nails. They may develop individual personal hygiene charts, and evaluate their health habits daily. A contest in good grooming may be held. Discussions may be held on pediculosis, athlete's foot, ringworm, and chapped skin. The importance of regular and proper bathing habits, and of wearing clean underclothes should be determined by the pupils. Examining and studying the skin with the use of a magnifying glass may be helpful in developing an understanding of the necessity for clean skin.
Goal 4: Knows the main function of bones in the body	The film "About the Human Body" may be shown. Children may compare the wire framework in papier-maché animals they make to the bony framework of the body. The class may look at charts and books to become acquainted with the great number of bones in the body (the large bones, the many small bones, ribs, hipbones, thighbones, and leg bones). They could locate the skull, backbone, collarbones, upper and lower arm bones, ribs, hipbones, thighbones and leg bones. They might draw a stick figure skeleton and label these bones. Children should note especially that the skull is almost a solid bone casing and how near the surface the bones are. Reasons for this should

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

be determined. The importance of avoiding blows on the skull because of the danger to the delicate organs should be stressed.

Pupils may talk about what would happen to the body if it had no skeleton, and how the body could not walk, run, or play ball if it were not for the skeleton.

They may discuss how a baby's bones gradually harden and how bones do not stop growing until adulthood is reached. The shape the body takes carrying too heavy loads and the strain on bones may be noted.

Pupils may look at X-ray pictures of broken bones.

The teacher may review the fact that proper food is important to building strong bones.

To study posture, children may:

1. Use charts to illustrate good posture habits.
2. Have a Posture Parade using a shadow screen to check posture.
3. Make stick figures using pipe cleaners to show poor and good posture. Make posters and drawings from the stick figures, demonstrating basic principles of good posture.

A full-length mirror with a thin, white tape down the center, provides a convenient means for each child to check his posture.

Goal 5: Knows function of the digestive system, heart, and lungs

Children in lower levels may have observed these organs in butchered animals and discussed the location in their own bodies. With children of this level the digestion of food may be compared to the burning of wood and coal, oil, or gas, in a stove or furnace, to give heat; and to the consumption of gasoline in a car to give it power. That the stomach makes the food usable to the body for heat and energy should be comprehended.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

Children should understand that it is important to get rid of body waste regularly. Vegetables and fruits that are helpful for proper elimination should be noted. Other things that assist in forming good habits of elimination should be discussed. Children should be encouraged to establish a routine for elimination.

Children may compare the heart to a pump. They should be taught that as the blood flows through the body it carries the food and air to all parts.

Children may experiment to see that living things must have air. They may recall the feeling one has when nostrils are clogged with a cold. Pupils may try to hold their breath a few seconds and note the dizzy feeling. They may be guided in concluding that one must have air to live.

Pupils may talk about how pneumonia and tuberculosis damage the lungs and make it impossible to breathe properly. They should have an opportunity to develop simple concepts of the function of lungs. They may read and talk about the effects of alcohol on these organs.

Goal 6: Practices the proper care of eyes, ears, and teeth

Children may determine occupations in which loss of hearing would be a serious handicap, others in which people hard of hearing would succeed. Proper care of the ears, eyes, and of teeth should be reviewed. The avoidance of rubbing eyes should be re-emphasized.

Pupils may discuss that:

1. Ears and eyes cannot be replaced so should be cherished.
2. Glasses should be worn when vision is defective.
3. Everyone should be considerate of those who wear glasses.

Goal 7: Whenever possible makes his own appointments with doctor or dentist

The concept should be developed that it is the responsibility of the sick person to go to the hospital before he is seriously ill. The doctor will decide if he is sick enough to stay. The teacher should help the child to

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: (Continued)

understand that if he becomes ill suddenly, his family or friends should take him to the hospital. The teacher should arrange, where possible, for the child to make appointments with the doctor and dentist. The pupil should take the initiative in making an appointment and assume the responsibility of keeping the appointment.

Sample Language Implications Related to this Goal

I would like to make an appointment to see the eye doctor.
I think I need my eyes checked.
It's hard for me to see the writing on the board.
I have a headache many times after school.
Next Thursday at 4:00? Thank you.

Goal 8: Knows that when he is sick he will get better care at the hospital

In lower grades pupils may have visited the hospital and may have had the doctor and nurse visit the classroom. Pupils may recall the things they saw at the hospital. They may talk about how much they cost. They may investigate the number of people using the services of the hospital and how often the doctor and nurse can see them.

A group may draw a time and distance chart on the board to show that the doctor can see only two or three patients a day if he must travel to their homes. They may point out that if the patients are only a few feet apart in the hospital, he can see 25, 50, 100 patients a day. The teacher may bring out that the doctor can help many more people on the reservation if the patients will come to him at the hospital. An appreciation for the service rendered by Public Health may be developed.

Goal 9: Knows how to use a clinical thermometer

Through demonstration and practice, the proper use and care of a clinical thermometer should be taught.

The children should know that a temperature of 100 degrees or over means that the patient probably should see a doctor or nurse.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: Learns different ways of killing germs

The teacher may guide children in learning that:

1. Some germs are much more difficult to kill than others.
2. Washing thoroughly with soap and water kills many germs.
3. Boiling water and hot steam kill many germs on objects.
4. The sun which has ultraviolet-ray light will kill many germs.
5. Disinfectants kill germs.

The class may plan a trip to the hospital to observe the following:

1. General cleanliness of hospital and staff
2. Doctors and nurses washing their hands
3. Sterilization of instruments
4. Use of ultraviolet-ray light
5. Use of disinfectants.

Goal 11: Knows recommended care for babies and small children

The class may study how babies are different from children of their ages to determine why babies must have special care. They should observe how helpless a baby is and how many more years it takes the human baby to care for itself than the baby chick, lamb, or rabbit. It may be brought out that:

1. A baby cannot talk - it cannot tell where it hurts.
2. A baby has no teeth - it cannot chew its food.
3. A baby does not know what not to put in its mouth to eat.
4. A baby's bones are not fully developed - it cannot sit up, it cannot walk.

The need for, and importance of, special care in selecting and preparing the food the baby eats should be stressed. The importance of keeping baby's food and bottles especially clean should be emphasized. Pupils may recall the study of germs at lower levels and the use of boiling water to kill germs. They may learn that when the supply of pasteurized fresh milk is

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 11: (Continued)

limited or refrigeration is not possible, canned milk can be used more safely.

It may be pointed out that nature provides the best food for babies - the mother's milk. All other milk is a substitute. Other milk may carry germs. Mother's milk is more likely to be free from germs.

The understanding may be developed that a baby gradually gets teeth, and its digestive system grows stronger; that new foods, therefore, are gradually added, and at first the foods should be strained and soft.

Simple, accepted baby books from a recognized authority, such as the State Health Department, may be obtained to show children how to determine the right food according to the age of the child.

Pupils may learn how to get booklets or pamphlets from the nurses, doctors, and health officers.

The field nurse may visit the class and demonstrate proper infant feeding.

Goal 12: Observes safety rules around cars and recognizes road signs

The teacher may review knowledge of traffic safety related to walking on highways facing traffic, and wearing some white clothing at night.

Someone may write the National Safety Council for posters and materials on highway safety and road and traffic signs.

A bus ride may be taken along a highway to study the road signs and to observe pracautions taken by the driver.

Road signs (symbols and wording) may be drawn on the chalkboard. The meaning of stop, slow, curves, S-curves, no-passing lines, hills, recommended speeds, and speed limits may be discussed. The teacher should bring out that speed limits are set for protection.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 12: (Continued)	Recent accidents or pictures of accidents on highways may be analyzed in an attempt to determine the cause. Pupils may discuss the tremendous power of a speeding car. A toy car may be rolled swiftly across the floor for pupils to observe how hard it hits the wall, and how likely it is to turn over.
Goal 13: Knows the importance of administering aid	Pupils may give reports on the early development of the hospital, and the work of such people as Florence Nightingale, and Clara Barton. Demonstrations may be given on making the victim of an accident as comfortable as possible without moving him. A few fundamental principles which may be taught are: 1. Do not give liquid to an unconscious person. 2. Remain calm in case of accidents. 3. Do not interfere with the work of those attempting to give first aid. 4. Know where to go for help in case of accidents. 5. Treat all minor surface injuries. 6. Treat snake bites and animal bites immediately. 7. For poisoning, whether external or internal, provide immediate treatment.
Goal 14: Understands what diseases one need not have; knows children should be immunized for these diseases when very small; knows about how long the immunization will last	Most children will have experienced immunization and may have been told why it was given. They should learn that it is important for mothers with little children to arrange for needed immunization long before each child enters school. The children and teacher may talk about the days when many Indians died of smallpox and about vaccinations now protecting Indians and non-Indians

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 14: (Continued)

from the disease. The teacher should bring out the fact that persons of any age may catch smallpox, and that babies should be vaccinated for smallpox.

Pupils should know that diphtheria is "preventable, curable, and inexcusable." Statistics may be obtained on the number of children who die with diphtheria before they are six years of age. It should be stressed that mothers should take their babies to be immunized when they are little.

Children should understand that immunizations must be repeated at various times and that advice should be obtained from the doctor concerning how often one should be repeated.

Goal 15: Understands what to do when he has a common "catching disease"

The teacher should emphasize that any time one does not feel well or notices a skin eruption, he should ask the doctor or nurse about it right away. If the doctor or nurse is not available, he should go to bed and stay there. He should understand that the body can better fight many diseases if the patient stays in a warm bed; that diseases such as colds and measles may get much worse if one does not stay in bed until he feels well again. The teacher should point out that one should:

1. Stay in bed to help fight complications of disease.
2. Seek medical aid when ill.
3. Take medicine prescribed by a doctor.

Pupils need to know that tuberculosis is a health enemy of Indians. It causes death for more Indians than any other disease. (Ten times as many Indians as non-Indians in the United States die from tuberculosis.) They should understand that one person with tuberculosis can spread the disease to many other people, and that germs can travel in the cough, sputum, on the hands, and on dishes. Children should learn that a person with tuberculosis should go to the sanatorium to keep from giving the disease to others.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 15: (Continued)	If possible, X-ray pictures of healthy lungs and sick lungs may be studied. Children may compare early and advanced tuberculosis to a little and a big fire - to little and big weeds in a garden - to perceive that if the doctor finds tuberculosis early, it is much easier to cure. They should become acquainted with the Mobile X-ray Unit.
Goal 16: Knows how to rid home and school of flies, bed bugs, roaches, and mosquitoes by spraying DDT or other recommended insecticides	Information which may be presented about DDT includes: 1. That it was discovered more than 50 years ago. 2. That no use was made of it when it was discovered. 3. That insect pests and insect-borne diseases might have determined whether we lost or won the war in the South Pacific. 4. That quick experimentation was made and how powerful DDT proved to be in controlling insects. Pupils may read stories and discuss ways the DDT was used. Pupils should learn to select a suitable solution of DDT (liquid), and to explain why they know it is a suitable solution. 1. It is a liquid. 2. It is marked "not less than 5% DDT." (Watch that it does not say "five-tenths percent (.5%) DDT." As much as 10% is safe to use.) Pupils should observe and practice precautions used in spraying with DDT; such as, covering all food and dishes to protect them from spray; covering the mouth and nose with a mask or damp cloth if considerable spraying is to be done; seeing that other people (especially babies) stay out of the room until the spray has dried. Pupils should know that it is not necessary to close windows and doors and that they should paint or spray especially around sinks, baseboards, cupboards, and cracks, if roaches are a problem. DDT powder may be put along roach runs. If bed bugs are a problem, pupils

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 16: (Continued)	should learn to take the bed apart and spray or paint the bedstead, springs, and slats with DDT, and to powder DDT on crevices in mattress. If possible, arrangements may be made to spray a house for demonstration purposes. Pupils should know that insects do not die immediately (30 minutes to two hours), but that the residual power of DDT kills them. The teacher may consult Guide for Cooks, Bureau of Indian Affairs, Haskell Institute, Lawrence, Kansas, and the United States Public Health Service for additional information.
Goal 17: Understands some of the harmful results of the misuse of alcohol	Children may investigate uses of alcohol in industry, medicine, and daily life. The teacher may guide pupils to generalize that: 1. Alcoholic drinks affect accuracy and steadiness; they have an effect similar to that of a sleeping pill. 2. Overuse of alcoholic drinks contributes to social insecurity. 3. Overuse of alcoholic drinks injures certain organs in the body - brain, stomach, liver, and finally the heart and kidneys.
Goal 18: Realizes some of the harmful effects of tobacco smoking	Pupils may use reference books to locate substances found in tobacco. They may make a chart similar to the following:

SUBSTANCE	WHAT IT IS
1. Nicotine	A deadly poison
2. Tar	A product which stains the inside of a smoker's lungs, just as smoking stains his fingers

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 18: (Continued)

3.	Ammonia	A liquid often used in the kitchen as a strong cleaning fluid
4.	Formaldehyde	A poison often used as a disinfectant
5.	Hydrogen Sulphide	A poisonous gas that smells like rotten eggs
6.	Hydrogen Cyanide	A poisonous gas
7.	Carbon Monoxide	The same deadly gas that pours from the exhaust of a car
8.	Arsenic	Another deadly poison

Reference SRA Junior Guidance Series No. 5-1022.

Goal 19: Learns to participate in activities of short duration which use the elements of physical contact

Almost all physical education activities through the sixth grade may be coeducational. Activities calling for long periods of endurance are not suitable for pupils in the elementary grades. However, through the years sustained effort requiring maximum speed, endurance, and skill are essential to perform hard and active work. The teacher should select activities that promote active rough-and-tumble play such as kick football, net basketball, soccer kickball, in-and-out relay, skip rope relay; and such stunts as back spring, elephant walk, rooster fight, headstand, somersault, human rocker, cartwheels, and Turk stand.

Goal 20: Continues posture exercises, stressing development of posture and poise

Of value in the prevention of abnormal tension is the cultivation of a mood and manner of living in which the dominant note is poise and calm rather than push and shove.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 21: Knows how to catch, throw, and bat small bats	Activities that test and strengthen skills in this area are paddle tennis, swing swat, work up, and circle strike. Progress charts are helpful as a check of skills in this area.
Goal 22: Knows how to handle large balls with increasing accuracy	Activities which help develop basic skills are elimination pass, high ball, goal-hi basketball, hand tennis, net basketball, soccer, and zone dodge ball. Progress charts help pupils check their ability in the basic skills.
Goal 23: Chins two or more times while grasping bar with hands	The use of a physical fitness test provides, among other things a desirable educational force. Girls can do modified pulls with bar at chest level. Boys can do chin-ups at bar height. (See Youth Physical Fitness, Parts One and Two, President's Council on Youth Fitness.)
Goal 24: Knows the safety rules at school, in the home, and in the community	Pupils may review and discuss possible safety hazards at school, in the home, and within the community. The teacher should stress the responsibility each individual has to prevent accidents. Children may discuss articles from newspapers, periodicals, and bulletins related to safety practices and accidents. A student safety committee may be formed to observe possible hazards, report their findings, and make recommendations to correct the hazards.

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SCIENCE

LEVEL FOUR

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows something of the environment and the interrelation and organization of plants and animals

To develop some understanding of the interrelationship of plants to their environment, pupils may investigate ways in which seeds travel. Upon the basis of this investigation, seeds may be classified according to ways in which they travel.

To investigate organization among animals, specimens of various classifications of animals may be brought to the classroom for care, observation, and study. A cat, lizard, canary, frog, spider, and fish would provide satisfactory specimens to study. Tribal superstitions concerning animals should be considered before selections are made.

Upon the basis of this study, pupils may be guided in classifying these animals according to their characteristics and place them in their proper category. They may determine into which category other animals with which they are familiar would be placed.

From observation and research, they may generalize that:

1. All animals need food, water, and air to grow and live.
2. All animals move.
3. All animals have young like themselves.
4. Some animals are friends and some are enemies to man.
5. Animals in each group are alike in certain ways. Example: Mammals feed their young with milk from the mother's body, insects have six legs.
6. Some animals do not care for their young. Other animals care for their young over a long period of time.

Goal 2: Understands that many forces are continually changing the surface of the earth

Children may observe, discuss, and make pictures of areas eroded by wind and water near their school. They may visit a museum to see different types of rocks and minerals. They may make a classroom collection for their science center.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Volcanic activity may be demonstrated in the following way:

1. Mix approximately two pounds of plaster of Paris with water and quickly build it on a platform in the shape of a volcanic cone.
2. While the plaster of Paris is still soft, place a shallow metal can or a small glass baking dish in the top of the volcano to simulate a crater.
3. When hardened, paint the plaster of Paris with water colors to look like a mountain.
4. Fill the crater with approximately four ounces of ammonium dichromate.
5. Ignite the chemical with a match. (In a slightly darkened room the effect simulates volcanic action.)

Goal 3: Knows the water cycle and its relation to his environment

Children may construct a terrarium using a gallon jar. A water cycle may be illustrated on a chart.

Sunbursts, clouds, rain, and water evaporating in the sun may be observed and discussed.

Sample Language Implications Related to this Goal

Situation. From an experiment with a teakettle on a hotplate and a pan of ice cubes, pupils learn to tell what is happening and what is illustrated.

The hot water is evaporating.
It is turning into steam and then into water vapor.
The water vapor is going into the air.
We cannot see it.

As the pan of ice cubes is held just beyond where steam can be seen, pupils may say:

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)	The water vapor is condensing. Drops of water are forming on the cold pan. The water vapor is turning back into water. Drops of water are falling from the pan. This is like the water cycle. The sun causes water from the ocean, lakes, and rivers to evaporate. Water vapor in the air gets cold and condenses. Clouds form and water falls to the earth as rain or snow.
Goal 4: Learns about solids, liquids, and gases	Groups may experiment to determine the various forms water will take by using a watch glass and ether to change water to a solid or by bringing water to the boiling point to change it to steam. The teacher should lead pupils to discover that temperature determines the various forms water will take.
Goal 5: Understands what weather is and that man has learned to predict the weather	Children should develop the concept that weather is the condition of the atmosphere. Records of weather may be kept on classroom charts. Children may compare the weather with radio, television, and newspaper weather predictions. Children may learn to use thermometers and barometers. They may construct simple anemometers and weather vanes.
Goal 6: Identifies simple machines, and understands their use in everyday life	Pupils may make charts showing cutouts of simple machines in the following six classes: Lever, pulley, wheel and axle, inclined plane, wedge (a double inclined plant), and a screw. One chart could be used for complex machines (two or more simple machines put together). Cutouts could include screwdriver, stairs, can opener, shovel, nail, and so on. The children may conduct a search for simple machines by looking around the schoolroom or building, outside the school, or in their homes. It may be desirable to review with the children some of the concepts they learned

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 6: (Continued)	about levers in previous activities. Pupils should understand that machines come in all sizes. Children may use simple machines which are examples of the six classes.
Goal 7: Recognizes common materials such as woods, metals, or plastics, and knows how they are used in everyday life	The children may prepare a classroom exhibit or science center with examples and illustrations of these common materials. They may visit factories or do simple research to see how these are prepared or used. Pupils may identify the materials used in clothing worn by members of the class.
Goal 8: Knows that planets travel around the sun, that the earth spins on its axis and travels in an orbit, and that the moon travels around the earth	Globes and planetariums may be used to help develop these concepts. Children may dramatize the movements of the earth, moon, and planets around the sun. A mobile of the solar system may be assembled.
Goal 9: Has some understanding that there is a definite relation between cause and effect	Science is not an end in itself but is closely associated with life and with the experiences and situations which children face in their everyday living. In Indian schools there is a vital contribution to be made in developing a scientific attitude on the part of the children. In their attempt to understand natural phenomena in a limited environment, their elders may have turned to the supernatural. It is necessary to develop with children a scientific attitude in order that they may interpret their environment in terms of the relations of cause and effect. Children are full of questions, expressed or unexpressed, concerning the things around them. No teacher can tell in advance what questions will be asked, but over a period of years common questions have been noted. Children are interested in the following: Plant life, animal life, weather,

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 9: (Continued)

sky, moon, stars, sun, earth, air, water, fire, heat, sound, magnetism and electricity, and machines.

With a little encouragement, children will bring in insects, plants, rocks, moss, snakes, and birds, to find out more about them and to share their discovery with others. A science table may arouse interest and lead to interesting experiments, reading, and discussion. A magnifying glass, mounting boards and pins, glass jars, an aquarium, and a terrarium are helpful in studying animal life. Field trips may awaken children's interest in things they have looked at but not seen.

Teachers should be alert to the limitless number of things that have fascination and wonder for children. Their eyes are sharp to see, but they can be sharpened to observe more. Indian children will see and wonder at trees pushing up sidewalks; fishworms lying on the walks; moisture on the outside of a water pitcher; clothesline wires that are loose in summer and tight in winter; sprouts on potatoes in a cellar or dark place; the withering of fruit or vegetables; soil which, when dry, becomes hard and baked; other soil that doesn't turn hard; mold on bread; birds which build different kinds of nests in different kinds of places; a prairie fire traveling faster uphill than down; and gulleys forming after a rain. A resourceful teacher will capitalize on this curiosity and lead his pupils to discover why many of these phenomena occur.

LEVEL FIVE

SCIENCE

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Has an understanding of the dependence of many plants and animals upon each other	Children may gather information and discuss how animals and man depend upon plants for food and protection; how they depend upon other animals for food; how plants depend upon man and animals for protection and propagation. An aquarium may be kept in the classroom to illustrate the balance of nature. Pupils should perceive that dependence of man, animals, and plants upon each other holds nature in balance. As an example, they might easily understand that the killing of all coyotes might cause rabbits and prairie dogs to become so numerous that they would become pests in fields and gardens, or that hawks are considered pests but they help to keep mice and rodents in check. Examples such as these from the child's community may be used to develop this understanding. /Arnold (1), Barr (2), and Chester (12).
Goal 2: Understands the basic classification, adaptation, and reproduction of living things	Children may collect specimens for the classroom and classify them into groups of birds, mammals, reptiles, fish, amphibians. Scrapbooks of various classes of animals may be made. The teacher may select committees to read how some of the commonly-used plants in the local community were first developed and acclimatized by Indians, and to learn that production was greatly increased through introduction of hybrids and the contributions of plant scientists. Films may be shown giving the story of plant development. In the fall, the children may select seeds for spring planting. Discussion of the merits of certain seeds over others may provide for additional use of oral English /Hanauer (15).
Goal 3: Knows about different rocks and soils and how they are formed	Children may collect different rocks and soils from their community for a classroom display. They may do simple research on the formation of rocks and soils.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

As an experiment, children may crumble sandstone rocks, dead leaves and twigs, and dead insects, and place them in a box to be compared with garden soil. Children should be guided in generalizing that decay, weathering, and climate all have a hand in making real soil. /Goetz (14), Parker (20), and Shannon (26).

Sample Language Implications Related to this Goal

Situation. Pupils have tested rocks for hardness and classified them according to their hardness. In telling what they did, they may say:

> Here are five piles of rocks. We tested the rocks for hardness. Each pile has rocks of different hardness.
>
> We could scratch the rocks in the first pile with our fingernails. They are soft rocks.
>
> We could scratch those in the second pile with a penny. They are a little harder.
>
> We could scratch these with a steel file. They are of medium hardness.
>
> We could scratch the rocks in the fourth pile with the side of a glass jar. We could not scratch these in the fifth pile. They are the hardest rocks.
>
> We need to find more information. Why are some rocks soft and some hard? What are they made of? How were they formed?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Understands about seasonal changes, and what determines climate; acquires basic knowledge of weather forecasting

Pupils may study, experiment, observe, discuss, and read about:

1. Why we have light and darkness.
2. What causes a difference in the length of day and night at different times of the year.
3. What causes a change in seasons.
4. How seasons in neighboring countries compare with our seasons.
5. How climate and growing seasons differ in separate parts of our own country.

Pupils may make a weather forecasting instrument such as a wind and rain gauge, a barometer, or an anemometer.

The children may observe the position of the sun at different times of the year. They may find out the length of the growing season in their own area, and determine what factors help to establish the length of their growing season.

Goal 5: Learns about the use of energy from heat, electricity, and machines

Children at this level are knowledgeable of some uses of heat, electricity, and machines. Comprehension may be expanded through field trips to airports, train stations, electric power plants, dams, and other places where machinery is used. An understanding of energy may be extended by developing the concept that an engine is a machine that produces motion.

Children may construct simple engines. They may do simple research on steam, gasoline, and jet engines; and on Newton's laws of motion. /Michel (18), and Parker (19).

Goal 6: Knows about the revolution and rotation of the earth, moon, and planets, and some of their effects on life on the earth

Children may construct a miniature solar system. They may perform experiments with the globe to illustrate the relation of the earth to the sun during spring, summer, autumn, and winter.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 6: (Continued)	How the seasons affect the animals (coloration, migration of birds, hibernation) and how the seasons affect plants may be observed, read about, discussed, and illustrated.
Goal 7: Through current periodicals and mass communication media, keeps abreast of man's exploration of space	The teacher should capitalize upon the enthusiasm and curiosity children have for space and man's attempts to explore space. Children's periodicals, newspapers, television, and radio can help to keep children up to date, while scientific concepts are developed. Where possible, children may visit an observatory or use a telescope to broaden their understanding.

LEVEL SIX

SCIENCE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Begins to classify animals as vertebrates and invertebrates, and plants that can or cannot make their own food	Pupils may make collections of animals and plants to classify. Some may grow some mold and fungi on bread, and spoiled fruits and vegetables. Children may take field trips to locate, identify, and classify plants and animals. The teacher may make picture flashcards for the use of pupils who need additional practice in classification. /Arnold (1), and Cooke (13).
Goal 2: Gains increased understanding of the earth's plant, animal, and mineral resources and of reasons for their conservation	The group may take field trips to observe how people in their own community care for plants; how they protect plants from insects; how they protect them from wind and blowing sand; and how they plant and cultivate to conserve available water. The class may plan for and carry out seed testing before spring planting time. Some children may bring seeds from the fields and gardens of their own families. Pupils may write the state extension division to secure approved methods of seed selection and testing. A group may make a collection of the common insect pests of the community and read to find out the habits of these insects and how they can be controlled. They may invite an extension agent, a farmer, or a homemaking teacher to tell the class about pest control. Some may make charts, slides, posters, or graphs to show the life history of the pests and the damage they have done in the community. Members of the class may write a state extension division of the United States Department of Agriculture for bulletins on pest control. Various activities may be carried on to teach the purpose of game laws, game propagation, and international migratory fowl treaties.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: Understands ways in which the earth's surface was formed and is changing

Children may have noticed that the sun has changed position in the sky from season to season. They should be led to discover other changes that are observable in the area; such as, a ditch or a gully that has become deeper after a hard rain, changes in trees and plants of the area, a roof that has worn through and leaks when it rains, a tin can that has rusted, flowers that have become seeds, a bridge that has washed away, or a road that has worn. Observations that are made may be noted and classified as to seasonal change, or change that is more permanent. At this point the teacher may relate the teaching of care of property and conservation with the study of changes through a discussion of what will happen if man doesn't take care of such things as the gully, or the leak in a roof.

Pupils may be guided in perceiving that man has tried to prevent or stop some kinds of change. The idea should also be presented that man has promoted change. It may be pointed out that prehistoric Indians, who first domesticated the corn plant and then adapted it to heat and cold, and to many elevations and different growing seasons, achieved as much as men like Burbank and Wallace.

Pupils need to be helped to generalize that a continuation of such planned change may make for a better world.

The above observations and generalizations may provide an introduction to a science-centered unit related to change in the earth's surface. Elementary research may be done on changes that have occurred in the earth's surface and in man, animals and plants, and the findings shared with the class. Research and other related unit activities should lead to a conclusion that everything changes and man changes with it; that plants and animals change both with and without the help of man; that as the earth changes man changes his way of both living and thinking. Such a unit may be related to the subject of change as it is dealt with in the area of social studies.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Understands basic properties of light and sound

The understanding should be developed that light is a form of energy and travels in straight lines. This concept may be demonstrated by cutting holes in the center of two small pieces of cardboard and holding the two pieces of cardboard parallel to each other so that light passes through both openings. Children will notice how the light is shut off when one cardboard is moved to the right or left. A periscope may be built to develop this concept further. A prism or a pencil in a glass of water may be used to show that light can be bent.

Pupils may experiment to determine how light colors reflect more light than dark colors. A light meter may be used to measure the light intensity in a room.

Children may use tuning forks and various musical instruments to demonstrate vibrations of high and low pitched sounds.

Sample Language Implications Related to this Goal

Situation. A demonstration of the properties of sound with rubber band stretched on two nails.

The rubber band is vibrating.
It is making the air around it move.
The air is moving in sound waves.
The sound waves reach our eardrums.
Our eardrums vibrate.
Nerves in our eardrums carry the message to our brains.
Then we hear the sound of the rubber band vibrating.
This rubber band is the same size as the first one, but it is not stretched so tightly.
It is vibrating.
The sound is lower. The pitch is lower.
Here are two rubber bands.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

They are the same length.
They are stretched the same amount.
One is narrow. One is wide.
When we vibrate them, the narrow one has a higher pitch than the wider one.

Goal 5: Learns how electric circuits function

Children may use dry-cell batteries, insulated copper wire, and a nail to make an electromagnet. (When the circuit is completed the nail becomes an electromagnet.) Doorbells and other objects may be used to help children understand how electric circuits function. An understanding of the functioning of the telegraph and telephone may be developed by constructing and using simple models.

For those children who show special interest and ability, concepts of magnetism may be expanded to include the electron theory and theories about the earth's magnetism.

Goal 6: Increases knowledge of the universe and current space explorations

Pupils may read and discuss what people in Columbus's day thought about the world. They may read and discuss how man has observed the moon and the stars, and how he has built up notions about them. They may observe the night sky, and read simple maps of the sky, learning to recognize and locate some of the major constellations and planets. The teacher may provide for discussion of man's uses of his knowledge of the sky in his everyday living.

Children should be encouraged to tell how their own people use their knowledge of the universe. They may read stories and legends about what other peoples have said and thought about the universe and read to find out some of the things the scientists have learned about the universe. Some may make a simple planetarium to illustrate what man has found out about the universe. They may invite other groups to observe the planetarium and discuss what has been learned from it. (To flatly say that the unscientific beliefs of their parents are superstitious and wrong will most likely accomplish little other than to antagonize both the children and their parents. Presenting the

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES

Goal 6: (Continued)

children with what many people, including their own, and scientists have thought and do think, and leading them to know how scientists have found out, will give them opportunities to draw their own conclusions.) The teacher should lead them to see that scientists are always studying to try to find out new things; and when the new findings prove that they have been wrong, they change their ideas accordingly.

Goal 7: Identifies the six simple machines and knows some of their functions

The following examples may be used to extend knowledge of the three classes of a lever and their functions.

1st class. Increases force and changes direction - see-saw, scissors, nutcracker, hammer used to pull a nail

2nd class. Increases force and changes direction - wheelbarrow, old Indian way of carrying objects behind a horse

3rd class. Increases speed and distance - fishing pole, shovel, hammer.

Objects in the classroom, home, and around the school may be used to identify the six simple machines.

A clock or some other object may be taken apart to discover its simple machines.

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NUMBER CONCEPTS

LEVEL FOUR

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Adds numbers involving regrouping and extends knowledge of place value

The children will need this kind of addition when buying several articles at a trading post; selling wool, cattle, or other farm products; finding the amount of gasoline used for the school bus over a period of time; the number of children in several schools on the reservation; the cost of clothing; the total weight of lambs or cattle sold; the number of people getting X-rays in several communities on the reservation; the total population of several nearby towns, or several districts on the reservation; the total number of tickets sold over a period of time; the total of mail-order purchases.

Children should be able to respond automatically to all of the addition combinations, and to do simple column addition without carrying, before addition involving regrouping is attempted. Their ability to handle addition should be evaluated by means of short written tests involving the steps in addition.

Children who have not been introduced to carrying previously should begin with two column addition. A good basic understanding of numbers and of place is essential before the child begins addition with carrying.

First-hand experiences in grouping twigs, toothpicks, and other objects in units of ten (such as 25 toothpicks makes 2 tens and 5 left over) is necessary for basic understanding of carrying in column addition.

Children should be shown that addition of large numbers will be no more difficult than the addition of smaller numbers if they are careful with carrying. They should be provided with practice exercises until they can handle this type of addition accurately. To reinforce concepts and skills, teachers may select material from workbooks or textbooks, or make up practice material based on everyday experiences of the children. After the child attains reasonable skill in this kind of addition, he should have many meaningful experiences which will give him the opportunity to apply his skill.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Subtracts numbers involving regrouping

The children will need this kind of subtraction in finding out how many sheep are left after a sale, how many cattle are left in a cattle cooperative after one member withdrew his cattle, how much money is left after spending a certain part, how much weight is gained over a period of time, how many days a pupil was in school for a given year, or how many people in a given community need X-rays. Comparing weights and heights of different children, checking records to determine the amount of supplies left after a month's use, and finding ages by subtracting date of birth from present date are other suitable activities. The child should know that in subtracting large numbers he makes use of all he has learned previously about subtraction. What is new in this kind of subtraction is borrowing.

The teacher should check each child's ability to subtract. Individual help should be given to those who need it. If the teacher will take the time to help each one individually to overcome his own difficulties, arithmetic learning may be improved. If two or three children need the same type of help, they may be taught as a small group. Children who can do subtraction well should not be subjected to practice they do not need.

As soon as each child acquires skill in subtraction, he should work story problems requiring the use of this skill.

Understanding of the process of borrowing through regrouping should be developed before drill is given to establish proficiency and speed in handling the process.

Children should be encouraged to check their work.

Goal 3: Reads and writes numerals to one million

The concept of place value should be fairly well fixed for most pupils by this time. Practice related to a real need should be given in reading and writing numerals to one million and in developing skill in expanded notation of large numerals.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Responds automatically to all multiplication facts

Through the use of multiplication, children should develop the understanding that it is a short method of adding. Grouping real objects into 2's, 3's, 4's, and so on, helps to develop an understanding of multiplication and provides an opportunity for children to perceive that it is a faster way to add.

Multiplication facts beyond thirty-six may seem more difficult for children to learn. Therefore, ample time and a wide variety of activities should be provided so that pupils may learn the facts thoroughly.

Facts previously learned should be recalled by any means that pupils or teacher may select to show that they are known.

Goal 5: Multiplies two- and three-place multiplicands with one-place multiplier involving regrouping

The child should be led to discover that this is an application of what he has learned about multiplication, but that he has two or three figures to multiply instead of one, and at times must regroup in the process.

Multiplication is introduced with carrying in a manner similar to that used in introducing addition with carrying. Wherever possible, it should involve problems based on a pupil's own experiences. Problems used should assist pupils in perceiving that they use multiplication when they know how many things there are in one group and want to find how many there are in more groups of the same number.

Goal 6: Divides two- and three-place dividends with one-place divisors

Children should be involved in projects in which it is necessary to divide. To bring about a better understanding of the process, learning to divide with divisors expressed by one figure may be introduced by the long-division method, in which all stages of thinking are written down. If necessary, pupils should review the basic division facts and division with remainders. The teacher may refer to any recently published arithmetic text for procedures in introducing division of two- and three-place numerals.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: Understands the meaning of equal fractional numbers

The pupil will need practice in recognizing equal parts of a whole. He may fold a square piece of paper into fourths, cut the paper down the center, fold, take one of the resulting pieces, and cut along the remaining fold. The result will be 2 one-fourths of the original piece. He may compare the 2 one-fourths with the larger piece and generalize that 1/2 = 2/4.

Children should be guided in understanding that such fraction numerals as 1/2 and 2/4, for example, stand for the same part of a thing or a group.

Pictures may be studied and demonstrations given to reinforce concepts being developed.

Goal 8: Solves one-step problems, with or without numerals, involving rate and comparison, and using a variety of place holders

The child at this level should be able to solve problems of the following types:

1. Finding the product when the number in each group and the number of groups are known. Example: Tom carried 3 boxes of eggs to the table. Each box had 4 eggs in it. How many eggs did he carry to the table? $3 \times 4 = ...$

2. Finding the number of groups when the original number and the number in each group are known. Example: Tom had 12 eggs on the table. He put 4 eggs into each of several boxes. How many boxes did he use? $12 \div 4 = ?$

3. Finding the number in each group when the original number and the number of groups are known. Example: Tom had 12 eggs on the table. He put equal groups of them in 3 boxes. How many eggs did he put in each box? $12 \div X = 3$.

4. Finding how much more, how many more, how many fewer, or how much less one number is than another. Example: Tom has 12 eggs. His

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

brother has 6. How many more eggs does Tom have than his brother?
12 - 6 =

Sample Language Implications Related to this Goal

Situation: Teacher works with a group of ten children. Child A performs the action and describes the situation. Child B asks the questions. Child C gives the answers. Child D writes the whole problem in mathematical symbols on the board. Other pupils may write the problem in mathematical symbols on their papers.

Child A: (Jim) has 2 blocks.
(Betty) has 2 blocks.
(Joe) has 2 blocks.
(Lucy) has 2 blocks.
Child B: How many blocks do they have all together?
Child C: They have eight blocks all together.
Child D: (Writes the problem and solution in the various appropriate mathematical sentences.)

Child A: Here are 15 blocks. There are 3 children.
Child B: How many blocks may each child have?
Child C: Each child may have five (5) blocks.
Child D: (Writes the problem and solution in the various appropriate mathematical sentences.)

Child A: Here are 20 blocks. I want each child to have 5 blocks.
Child B: How many children can have 5 blocks each?
Child C: Four children can have 5 blocks each.
Child D: (Writes the problem and solution in the various appropriate mathematical sentences.)

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 9: Checks the purchases he makes	To learn that it is always wise to check sales slips to see that the correct amount of change has been received, or the right amount of money paid, children may practice making out and checking sales slips for a play store, or from actual sales or purchases which they or their family or classroom group have made.
Goal 10: Organizes his knowledge of time into such categories as number of days in week and number of days in month	At previous levels the child has had experience with using the calendar. He may now be guided in learning the number of days in a week, weeks in a month, and months in a year. He should be encouraged to use the calendar to check his knowledge.
Goal 11: Knows that months differ in length	Using a calendar, the pupils may select all the months that have 30 days and all that have 31. Their attention should be directed to February to see how many days it has in the current year. Pupils may name or list the months in each season and write or tell how many days there are in each month, how many long months and how many short months there are in each season. The teacher should explain the term Leap Year to the children.
Goal 12: Organizes his knowledge of linear measure into 12 inches in a foot, 3 feet in a yard, and writes these units in both long and abbreviated forms	Through measuring, the child may have met these facts in many first-hand experiences. He should be guided in organizing his knowledge. As children become familiar with these measurements, they may be taught the spelling of inch, inches, foot, feet, yard, yards, in., ins., ft., yd., yds. Pupils may make a table of linear measurements they know. These measurements may be used as a basis for developing some understanding of the distance in a mile. Distances between certain points (such as from school to trading post; school to water tank, or gate, or a certain home) may be measured. By comparing other distances with the distance that is known to be a mile, a better understanding of the meaning of mile may be developed.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 13: Extends concepts of measurements related to weight, volume, and length	Children may be taught to use a yardstick in measuring length or height, and to use a health scale in weighing. They may learn to weigh to the half and quarter pounds, and how to write weights on the weight chart. Weighing and recording of weights for health chart purposes should be carefully supervised. Finding how much more a child weighs this time than last or how much more Mary weighs than Jane, provides a meaningful application of subtraction. Much use may be made of the weight chart for practice in subtraction. Children should have experiences in measuring ingredients for party refreshments - cake, punch, cookies and homemade candies - to develop an understanding of the relation of various liquid measures (cup, pint, quart).
Goal 14: Tells time to the minute. Reads and writes time as 9:23 a.m.	An old clock or a play clock should be used to familiarize children with the relative movements of the minute hand and the hour hand. Children may practice setting the clock and telling what time it is to the minute. Others in the group may read the time to tell if it is A.M. or P.M. Expressions used in referring to the time should be those that are used in the particular locality.
Goal 15: Extends understanding of lines and figures to include right angle and parallel lines	Pupils may be guided in discovering parallel lines in the classroom; e.g., the opposite sides of a desk, the top and bottom of a chalkboard, walls of a hall. They should practice drawing parallel lines and right angles. Such an activity may be correlated with making repetitive designs in art.

NUMBER CONCEPTS

LEVEL FIVE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Reads and writes units of money

Student activity funds and checks received from home or from allotments may provide material for the development of meaningful concepts of various units of money involving a hundred dollars or less. Practice should be given which will make reading and writing of the unit of money automatic.

Goal 2: Subtracts numerals involving internal zeros in the minuend

Since minuends having more than one zero seem to present additional difficulty in borrowing, extensive practice should be provided to increase proficiency in subtraction involving internal zeros in the minuend.

Examples:

\$120.02	\$100.00	\$100.32
- 48.76	- 7.62	- 27.48

Goal 3: Develops understanding of associative property of multiplication

On the basis of an understanding that numbers may be expressed in a variety of ways, pupils may be introduced to the associative property of multiplication of whole numbers. Examples:

$(3 \times 2) \times 4 = \square$ $\qquad$ $3 \times (2 \times 4) = \square$

$6 \times 4 = \square$ $\qquad$ $3 \times 8 = \square$

When it is evident that children perceive the association that may be made in multiplying numbers, they should have frequent practice in solving problems in this manner.

Goal 4: Understands the commutative property of multiplication involving two- and three-place multipliers

Children should review rearranging groups of objects to be added to show no change in sum. Through regrouping, the teacher should guide pupils in understanding that there is no difference in the product of 3 groups of 2 or 2 groups of three.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Multiplies three-place multiplicand with two-place multiplier involving regrouping

Children who have mastered multiplication of two- and three-place multiplicands with one-place multipliers may be guided in extending their skill to multiplying multiplicands expressed in three figures with multipliers expressed in two figures.

In teaching children this kind of multiplication, it is suggested that the teacher follow the method developed in the arithmetic text he is using. Children should have much practice with multiplying numbers expressed in three figures by numbers expressed in two figures, and should apply their knowledge to multiplication involving zero and money.

Goal 6: Understands that the number one does not change the value in multiplication or division when used as the multiplier or divisor (identity element)

Pupils should have practice in multiplying with one and dividing with one as the divisor to develop an understanding that the value of the product or quotient is identical to the value of the group being multiplied or divided by one.

Goal 7: Understands the distributive property of division over addition (only the dividend may be renamed)

On the basis of their knowledge of expanded notation and their understanding that numbers may be expressed in different ways, pupils should be introduced to the distributive property of division over addition. They should have an opportunity to work many problems to extend and strengthen this understanding. They may be introduced to this characteristic of the properties of number through examples similar to the following:

$$405 \div 5 =$$
$$(400 + 5) \div 5 =$$
$$(400 \div 5) + (5 \div 5) =$$
$$80 + 1 = 81.$$

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: Divides one- to four-place dividends with two-place divisors involving remainders

To determine if children are ready for this step in division, the teacher should evaluate their skill in division with one-place divisors.

It will take time and patience to develop accuracy in division, but if each phase is mastered before another is introduced, much inaccuracy may be prevented in division that follows.

No doubt the teaching of division is one of the teacher's most difficult tasks. Children do not appear to experience much difficulty until they encounter the introduction of two-figure divisors. Recent changes in the teaching of division have been introduced by some in an attempt to eliminate these difficulties. These changes were initiated to help with the understanding of the division process as it becomes increasingly complicated with the introduction of two- and three-place divisors.

The child may be taught to arrange the computation to relate the process to previous learnings. Although this arrangement is different from that used some 20 years ago, this new computational form differs from the earlier form in a few ways only.

In this method, numerals for partial quotients (numbers that will be combined cumulatively to make the answer) are written above the dividend. The child is taught that each of the partial quotients expresses what the child is thinking. When he thinks 10, he writes 10; when he thinks 200, he writes 200.

While other methods require the child to compute the maximum quotient at each step, this method does not. The child may work within the limits of his ability. This explanation is illustrated below in the division of a three-place dividend with a one-place divisor.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

a.
$$\begin{array}{r} 9\overline{)524} \quad 40 \\ \underline{360} \\ 164 \quad 9 \\ \underline{81} \\ 83 \quad 9 \\ \underline{81} \\ 2 \quad 58 \end{array}$$

b.
$$\begin{array}{r} 9\overline{)524} \quad 50 \\ \underline{450} \\ 74 \quad 8 \\ \underline{72} \\ 2 \quad 58 \end{array}$$

c.
$$\begin{array}{r} 9\overline{)524} \quad 30 \\ \underline{270} \\ 254 \quad 20 \\ \underline{180} \\ 74 \quad 8 \\ \underline{72} \\ 2 \quad 58 \end{array}$$

The more gifted child might compute this problem in a manner similar to Illustration b. A less able child might employ any number of other computations, but his answer is no less correct. The more proficient he becomes with the division process the fewer computations he will need to make. Eventually most children will be able to do a division problem in no more steps than would be required by the conventional method. At this same time, he may have a better understanding of the process.

Goal 9: Writes mixed numerals as improper fractions and improper fractions as mixed numerals

Related concepts of improper fractions and mixed numbers should be developed through many concrete experiences. Two apples may be cut into four equal parts each. One of the parts may be removed so that seven of the equal parts remain.

Children should have considerable practice in orally expressing the equivalents of such concrete examples before they are introduced to their written symbols. To strengthen the concept of the equality of mixed numbers and improper fractions, pupils should have much practice in writing them in meaningful problem situations.

Goal 10: Recognizes decimal fractions to hundredths

Decimal fractions should be related to common fractions. The following may help pupils perceive the relationship between common fractions and decimals. Ten addends of 1/10 and ten of .1 may be written side by side and then added. The pupils should see that addends in both models are read the same, and that both are numerals for the same amounts. Pupils should be taught to

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: (Continued)

keep the decimal points in a straight line in the same manner that they do solving problems involving money.

Goal 11: Knows Roman numerals through M

Roman numerals are sometimes used on faces of clocks or to number the chapters of books. The teacher may create opportunities for the pupils to make a one-to-one comparison of Roman and Arabic numerals on two clock faces to begin developing their ability to read Roman numerals with understanding.

Goal 12: Extends his ability to solve problems to include the types described in the suggested activities

The pupil at this level has had the experience of solving various types of problems. He may now be expected to master the following types:

1. Finding the missing number when the original number and the number left are known. Example: Tom had 7 cookies. He gave some to his friends. He had 4 left. How many did he give to his friends?
   $7 - \triangle = 4$.

2. Finding the original number when the number gone and the number remaining are known. Example: Tom has some cookies. His friends ate 3 of them. He had 4 left. How many cookies did he have to begin with?
   $Y - 3 = 4$.

3. Finding the number of groups when the original total and the number in each group are known. (This type of problem was introduced at a lower level, but at this level it is solved as a rate-division problem.) Example: Tom had 12 eggs on the table. He put 4 eggs into each of several boxes. How many boxes did he use?
   $\frac{4}{1} = \frac{12}{X}$

4. Finding the number in each group when the original number and the number of groups are known. (This type was also introduced at a

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 12: (Continued)	lower level. Again the solution is more complicated than at the lower level.) Example: Tom had 12 eggs on the table. He put equal groups of them in 3 boxes. How many eggs did he put in each box? $\frac{X}{1} = \frac{12}{3}$.
Goal 13: Understands the computation of averages	Through first-hand experiences, pupils may practice averaging sets of scores, rainfall, weight or costs of supplies.
Goal 14: Keeps simple accounts	A class project may provide practice in keeping records of expenditures and receipts. Some children have allowances of spending money that come from relatives; some do Saturday work, or earn money by running errands or doing odd jobs. They should be taught how to keep accurate records of what they receive and what they spend.
Goal 15: Knows how to order by mail	Experience in buying by mail may be provided by having children make out order forms when necessary to purchase supplies for the classroom. Their own orders, or those of their families, which are to be sent to mail-order houses may be made out at school. Pupils should have experiences in filling out requests for money orders. If a post office is near, pupils may be provided the experience of buying a money order. The teacher should explain why C.O.D. should not be used.
Goal 16: Reads legends on a map to determine distances. Estimates distance on maps and checks for accuracy	Children may study the legend on their State highway map and compute the distance from their school to nearby towns and from their school to the State capital. They may find out how long the State is from north to south and how wide from east to west. Children may make simple neighborhood maps, drawing them to scale. Many map activities may be integrated in social-studies-centered units.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 16: (Continued)

Sample Language Implications Related to this Goal

Child A: How far is it from Billings to Albuquerque?
Child B: The legend shows this (framing with fingers) to be 250 miles.* From Billings to Albuquerque looks like a little more than two of these, so I think it is about 600 miles.
Child A: The legend says that one inch represents 189 miles.*
Child B: Let's measure it.
Child A: It's 3 7/8 inches.
Child B: Three and seven-eighths times 189 is 732 miles.
Child A: You didn't estimate quite enough.
Child B: How far is it by highway?
Child A: Here's a road map. We can add the miles shown on the highways. Write these down: 139 + 37 + 122 + 188 + 103 + 71 + 44 + 51 + 60 + 170 + 62.
Child B: After adding, it's 1,047 miles by highway.

Goal 17: Tells time to the nearer second

To create interest and to establish a purpose for telling time to the second, pupils may read the sports page to find race records. They may use a stop watch to time various classroom activities.

Goal 18: Develops a concept of area and of perimeter of planes and figures

Several points need emphasis in the development of a concept of perimeter. Experiences in measuring should be provided for the child to acquire an understanding that perimeter is the sum of all sides of a plane or a figure. Ways of computing the perimeter when all sides are the same length, and when sides are of different lengths should be taught.

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*Rand McNally, International World Atlas (New York: 1962), pp. 76-77.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 18: (Continued)

Pupils may measure various objects in the classroom to determine the sum of their sides. They may measure figures on paper or on the chalkboard. They may work problems related to common experiences which require determining the perimeter.

At this level, it is not necessary to teach computation of area. To develop a foundation for such learning at a later level, the teacher should provide children with many experiences related to developing an understanding of the meaning of area. It is suggested that arithmetic texts be used for methods and techniques which may be applied.

LEVEL SIX

NUMBER CONCEPTS

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows the short method of multiplying and dividing by multiples of ten

Multiplying zero in the multiplicand should be reviewed before introducing multiplication with a multiplier ending in zero. If children understand that a number times zero and zero times a number are zero, they may acquire skill in multiplying with zero without much difficulty.

It is suggested that children be introduced first to problems with the multiplier ending in zero. Example:

$$\begin{array}{r} 162 \\ \times\ 320 \\ \hline 3240 \\ 486 \\ \hline 51840 \end{array}$$

The next step would be to multiply with the zero within the multiplier; such as:

$$\begin{array}{r} 152 \\ \times\ 303 \end{array}$$

In teaching the various steps in multiplying by zero, it is desirable to use the same method throughout the school so that children will not be confused from year to year.

After a process has been thoroughly learned, a short cut may be presented.

Pupils may soon learn, with some help from the teacher, that multiplying by tens is done just as multiplying by ones. By writing zero in the ones place, the product indicates tens.

By using such examples as 4 times 100, the teacher may help pupils discover that the 1 is in the hundreds place and by simply multiplying 1 x 4, they would write the 4 in the hundreds place and add zeros in tens and ones place.

Similar assistance may help pupils generalize division short cuts.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Understands terms and can identify greatest common factor, least common factor, least common multiple of two or more numbers

Children's understanding that different fraction numerals may be used to symbolize a fraction should be inventoried and evaluated before they are introduced to reducing fractions or finding a common denominator.

Pupils need to develop the understanding that in reducing fraction numerals, they replace them with other fraction numerals that are equivalent and that represent the same fraction, and that they are merely different ways of expressing the same fraction. They should understand that the fraction remains the same but that the numerals representing it are different.

The number line may be used to strengthen concepts of fractions, and to help children in finding a common denominator. Before pupils can compute a common denominator, they need to understand what it means. It is suggested that the teacher follow procedures recommended in an arithmetic text to develop the meaning of common denominator, and that he provide meaningful activities related to common experiences of Indian children in helping them acquire skill in determining common denominators.

Goal 3: Adds and subtracts fractional numbers

To provide readiness for the introduction of addition and subtraction of fractions, the teacher may have children use a ruler to measure objects that involve various fractions. He may create problems from familiar activities that will require the pupils to become involved in addition or subtraction of fractions to satisfy a need.

Through a variety of activities the child may learn that fractional parts of things can be added, combined, or separated just as whole things can be. On the basis of his understanding of a common denominator, he may be guided in adding and in subtracting fractions having a common denominator.

Goal 4: Adds and subtracts mixed numerals

The number line is a helpful aid in teaching addition and subtraction of mixed numerals. The number line most familiar to children is the foot ruler.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 4: (Continued)	Following recommended procedure in an arithmetic text, the teacher should assist children to develop skill in adding and subtracting mixed numbers in situations which have meaning for the children involved.
Goal 5: Extends multiplication concepts to include fractional numbers	Relationships of addition and multiplication of whole numbers should be re-emphasized in introducing multiplication of fractions to establish an understanding that there is a similar relationship between addition and multiplication of fractions. The number line may be used to develop a preliminary understanding of the multiplication of fractions. Diagrams or fractional parts of objects may be used to establish the understanding that the multiplier tells the number of equal parts and the multiplicand tells the size of each of the like groups.
Goal 6: Divides a fraction by a fraction, whole number by a fraction, mixed number by a fraction, mixed number by a mixed number	The child's understanding of fractions and his skill in working with them should be reinforced and extended.
Goal 7: Learns that properties including closure apply to fractional numbers	Practice in rearrangement and regrouping of objects to show sums should be provided. Practice in dividing objects into fractional parts showing the need for a new set of numbers to name those parts should be provided.
Goal 8: Extends concept of decimal fractions to hundred-thousandths	Pupils should have opportunities to discover the relationships of common fractions with such denominators as 10, 100, 1000, and decimal fractions. The class may prepare charts (either for individual or group use) which name the place value positions on the left of the decimal through the thousands and on the fractional side through the hundredths. Pupils may be guided in relating decimal fractions to the United States monetary system. The realization that they have been using the decimal system

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

through the hundredths for most of their lives may alleviate some apprehensions about decimals.

Goal 9: Deposits and checks out money, either from personal or group accounts, when authorized

Children at this level should extend their understanding of banking and make use of the school bank. This may be done on an individual or group basis. They should understand that:

1. Money must be deposited before it can be checked out.
2. Checks must not be altered in any way.
3. Checks must be endorsed properly.

Sample Language Implications Related to this Goal

I earned $5.00.
I will deposit $4.00 in the bank.
I will fill out a deposit slip.
I wish to deposit $4.00 in my account.
All right. Keep this for your records.
Thank you.

I'll enter the deposit in my checking account record.
I'll add the $4.00 to my previous balance and find my new balance (after writing check at bank).
I wish to withdraw $1.00.
Here you are. $1.00.
Thank you.

I'll enter the withdrawal in my checking account record.
I'll subtract the withdrawal from my previous balance and find my present balance.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: Keeps costs on group projects and determines profit and loss

Pupils should carry on some kind of work project that will afford an opportunity to earn and handle money. Such a project may be gathering and selling pinons or other native products, making and selling art or craft work, managing a class or school store, making and selling Christmas cards, presenting a show or carnival. They should be shown how to keep accounts of costs and sales, and how to determine profit.

Goal 11: Extends his problem-solving ability to include problems using ratio to express rate and comparison

Children should learn to:

Find the product when the number in each group and the number of equal groups are known. (This type has been introduced at a lower level.) Example: Tom had 3 boxes of 6 eggs each. How many eggs did he have?

$$\frac{6}{1} = \frac{X}{3}$$

Find the number in each of the equal groups when the total number and the number of groups are known. Example: Tom carried 3 equal groups of eggs from the table to the stove. He had 12 eggs on the stove when he finished. How many eggs did he carry each time?

$$\frac{X}{1} = \frac{12}{3}$$

Find the number of equal groups when the total and the number in each of the equal groups are known. Example: Tom saw several groups of eggs on the stove. He saw that there were 4 eggs in each group and 12 eggs in all. How many groups of eggs were there?

$$\frac{4}{1} = \frac{12}{X}$$

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 11: (Continued)

Find the original number when the number of groups and the number in each group are known. Example: Tom was asked to put 3 eggs in each pan. There were 4 pans. How many eggs did Tom need to do what he had been asked?

$$\frac{3}{1} = \frac{X}{4}$$

Goal 12: Computes with numerals for mixed measures

Preliminary to making abstract computations of mixed measures, pupils should practice with concrete measurements involving such things as cups, pints, quarts; inches, feet, and yards. From this point, children may proceed to making simple changes with pictures and diagrams. Tables pertaining to denominate numbers may be made to assist pupils in computing mixed measurements.

Goal 13: Computes area and perimeter of various rectangles

The teacher may write the word dimensions on the chalkboard and pupils may demonstrate their understanding of the term by measuring the dimensions of such things as the classroom, desks, books, and magazines.

Pupils' understanding of perimeter should be determined. Activities should be created that will help extend and refine an understanding of perimeter - figuring the number of feet of string to display an art exhibit, the amount of string to tie a package, and others.

A sheet of paper marked in inch squares may help the pupil understand what is meant by square inches in relation to area. Many opportunities to visualize area are needed for the concept to be fixed. A firm understanding of area should be established before children are taught to compute area.

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ED 024477

BASIC GOALS FOR ELEMENTARY CHILDREN

LEVELS SEVEN AND EIGHT

BUREAU OF INDIAN AFFAIRS

DEPARTMENT OF THE INTERIOR

EC000288

UNITED STATES
DEPARTMENT OF THE INTERIOR

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Lawrence, Kansas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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BASIC GOALS

for

ELEMENTARY CHILDREN

LEVELS SEVEN and EIGHT

VOLUME IV

Prepared by
Bureau of Indian Affairs

1966

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I N T R O D U C T I O N

Bureau teachers, counselors, administrators, education specialists, and others interested in Indian education, long have been engaged in developing and revising guides based on needs and common experiences of Indian children to provide a framework for planning curriculums. A committee of educators from eight Areas and the Central Office, prepared this 1966 revision of the guides, Basic Goals for Elementary Children, composed of four volumes, and a scope and sequence chart in three sections. Acting as consultants to the committee, for varying lengths of time, were two tribal councilmen and two linguists, one of the latter from the Bureau and one from the Center for Applied Linguistics.

Basic Goals for Elementary Children, from the beginners level through the eighth, are guides only, to be used by teachers and other staff members in planning and organizing curriculum to meet the specific needs and interests of the children of their schools. The structured content reflects concepts, attitudes, and skills believed to be realistic and essential for Indian children to acquire in order that they may cope adequately with their environment and further their education.

These guides are not intended to be restrictive nor limiting, nor to be the final word in Bureau elementary curriculum. School staffs are urged to use them, to examine them for strengths and weaknesses, and to determine needed changes in content and format for future revisions.

In developing the guides, much effort has been put forth to indicate and to suggest learning content at each level, which will prepare Indian children to compete favorably with their peers in other school situations, which is compatible with the maturity of the children, and which takes into account both the rich cultural heritage of the children and their unfamiliarity with culture groups other than their own.

Throughout the total framework of the Basic Goals for Elementary Children, from the beginning year through the eighth level, there can be traced many important themes or basic concepts that should be developed with children as they progress through the years. Such structuring and sequencing of content gives direction to planning and organizing the local curriculum, yet permits much freedom for varying the emphases to accommodate the needs and interests of children of any particular school.

School staffs and individuals will find various ways to use the guides in their curriculum work. Some committees may find it helpful in using the three sections of the chart and the manuals to begin by:

1. Identifying an important theme, tracing it from the beginner through the eighth levels, or occasionally reversing the order and naming the theme appropriately.

2. Setting aside, for working purposes, goals in each level which reflect this theme and using these goals to serve as the nuclei of teaching units at each level.

Skillful development of these units with the children at each level will help them to deepen and extend their experiences, insights, understanding and skills, and advance their development of concepts related to a particular theme.

Another approach might be to:

1. Clearly identify, without referring to the guides, an important concept which teachers and parents believe children should develop.

2. Study the chart to determine if this concept can be traced from level to level; record the goals that manifest this concept or theme; write in additional goals that are needed to help guide the children in exploration and concept development.

3. Use relevant goals at each level as the nucleus for unit development. At times a single goal may be broad enough for the nucleus around which a great deal of learning can be acquired. More often, related goals may be selected from the various learning areas and clustered to form the nucleus of a unit.

The suggestions on activities, techniques, and bibliographies are not assumed to be exhaustive in any instance. While many good suggestions have been made, they must through necessity be limited in these guides. These are offered to help the teacher get started. It is expected that he will make additions and deletions to better achieve his purposes. Teachers will note changes in the format of the Basic Goals. Currently there are four volumes. The goals are arranged within content fields and a carefully prepared bibliography follows each subject area in each volume. These changes came about as a result of committee work in which individuals worked in the areas of their greatest competence and submitted goals by areas and levels. It is hoped that the more compact volumes with easy, ready reference, and useful bibliographies, may offset some apparent disadvantages such as fragmentation of goals, which makes it difficult to recognize flow from level to level and from subject area to subject area.

To function in English, the language of the school, Indian children must be able to communicate in English. To communicate in English requires mastery of language items to the extent that they can be produced spontaneously and automatically in correct context.

Communication in English involves real responses to real situations. For the Indian child coming to school speaking little or no English, or substandard English, his responses are an outgrowth of learning and the application of pre-arranged pattern drills. Time and effort must be devoted both to the sequential and structural practice of English and to the use of this English in other subject areas.

No attempt has been made in this guide to develop a structured sequence for the teaching of English as a second language. However, a number of suggestions appear for the use of situational or functional English. In addition to suggestions in Speaking, sample language implications appear at each level and in each subject to indicate how there may be carryover of patterns learned, or being learned, into all areas of work. Patterns developed through sequential practice should be related to children's activities and experiences such as those in the dining room, the dormitories, and on the playground. To have a quality program in English as a second language, emphasis must be placed on communicating in English throughout the school day.

BUREAU EDUCATIONAL PHILOSOPHY

The basic philosophy of the Bureau of Indian Affairs encompasses the belief that all Indian children must have the opportunity to realize their full potential and to become useful members of society.

The great explosion of knowledge demands from each child independence and self-initiative. To facilitate ongoing and independent learning, teachers should have access to widespread and well-organized materials and services. They should bend their energies toward developing attitudes of discovery, problem-solving, research, and experimentation leading to creative and critical thinking. More specifically, the Bureau objectives for Indian education are as follows:

A. To provide a climate conducive to aesthetic, social, and intellectual development

B. To develop communication skills

C. To develop and maintain sound health of body and mind

D. To develop a feeling of belonging, a feeling of importance, and a sense of security coincident to an adequate self-image in both the Indian and non-Indian society

E. To maintain pride in Indian heritage and to develop awareness, understanding, and respect for other cultures

F. To develop a code of values acceptable to the student and to the society in which he lives; and to motivate in him a desire to practice it

G. To develop economic competency

H. To develop an inquiring mind.

LEVEL SEVEN

GUIDANCE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Understands he has the potential to achieve

In review, an attempt has been made at previous levels to develop the following concepts of self-image and self-identity:

Beginner: "I am important."
First: "I belong."
Second: "I have self-control."
Third: "I am capable."
Fourth: "I am a responsible person."
Fifth: "I accept and respect myself."
Sixth: "I am adequate."

If the pupil has developed these self-images, he may now be able to understand that he has the potential to achieve. As he experiences success and achievement in the academic areas, he may gain an understanding that within himself he has the ability to realize his full potential. /Bailard (7), Foster (10), Strang (24), and Weitz (5).

Goal 2: Extends his ability to make choices when confronted by several alternatives

Youth at this level still need much practice in making choices. Whether or not their choice is a wise choice is not as important as the fact that they actually made a choice and followed it through to its logical conclusion. Children should not be told everything they are to do from what clothes to put on in the morning to their last action before going to bed. Instead, pupils should be given many opportunities to make choices of:

1. Work to be done.
2. Plans for a trip.
3. Expenditure of group funds.
4. Games to be played.
5. Conduct in a given situation.
6. Assembly program for which they are responsible.

/Kitch (18), Stoops (23), Strang (24), and Wolfbein (25).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Sample Language Implications Related to this Goal

Possible conversations to use in a role-playing situation:

Conversation 1:

Bill: What are you going to do tonight?

Jack: I can't decide. I'd like to see the movie and there's a basketball game, too; but I have to give an oral report in class tomorrow. I need to work on that.

Bill: Come on to the game with me. I think it's going to be a good one.

Pete: I'm going to the movie. I don't want to miss it. Jack, it's really a good one.

Jack: Well, let me see. The movie probably will be shown again and there will be more good games. I'd better try to do my best with this chance to give an oral report. I need all the practice I can get.

Conversation 2:

Mary: Here's the list of things we can choose to do in our social studies unit.

Jane: What are you going to choose?

Mary: Well, making a scrapbook of news clippings would be easy.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Jane: How about this one - "Writing for free charts"? That wouldn't take long.

Mary: Miss Smith suggested that we choose one which would help us work on some problem we have. I guess I'd better think about that.

Jane: Well, what's your problem?

Mary: I get so scared when I talk to the class. I don't think I talk loudly enough.

Jane: Oh well, you're doing all right in that class, anyway. Your grades are pretty good, aren't they?

Mary: I'd better try to improve in making reports, anyway. Let me look at those topics for the oral reports. I'll decide on one.

Goal 3: Takes increased responsibility to meet standards of good citizenship set up by students and school

At this level, a pupil should begin to be governed by internal controls rather than depending entirely on external direction. His behavior should manifest some understanding of the reasons for standards of conduct, as well as perception of the standards. He should be able to relate this understanding to various areas of his class work. /Foster (10).

Goal 4: Assumes leadership and responsibility for campus improvement with a minimum of supervision

On the basis of his past experiences related to this accomplishment, a pupil should now be able to make suggestions for group activities and assume some leadership in carrying them out. Pupils may need some direction in the selection of suitable activities. /Bauer (8), and Foster (10).

Goal 5: Develops ability to make independent decisions as to use of time

Continued emphasis should be placed on being punctual, and on using time wisely. Children need to be guided in perceiving reasons for being on time, and in budgeting their time advantageously. Pupils may graph their daily

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

schedules and be assisted in evaluating time alloted to various activities. An assembly program may be presented to portray the wise use of time and effective study practices. /Strang (24).

Goal 6: Continues to explore career fields and aspirations

Continued attention should be directed to the study of the world of work. To assist pupils in gaining some information upon which they may later intelligently choose a career, the following areas may be stressed:

1. Why people work
2. Why people go to high school
3. What happens to dropouts
4. What are the rewards of work
5. Primary job identifications.

/Hunt (12), Jackson (13), Kitch (18), Patton (3), Stoops (23), Strang (24), and Super (4).

Goal 7: Understands that every man is free to rise as high as he is able and willing

This is a traditional and valid American concept. One way to develop understanding in this area is to trace the careers of successful people. A unit of study of successful people, including Indians, within the framework of the social studies area, would be effective. /Gordon (28), and Strang (24).

Goal 8: Knows what it takes to produce goods and services

Pupils often take things for granted. It is important that they understand early in life that advancement and achievement are based on human ability and endeavor. Activities connected with this goal should place emphasis on the relationship between human ability and endeavor and the goods and services we enjoy, and on the fact that without a favorable attitude toward work, one can achieve little.

Goal 9: Extends understanding and responsibility of borrowing

Banking procedures relative to lending, and the responsibilities of a borrower might be taught in connection with work in mathematics. Children will need help in developing an understanding of, and respect for, money and property which belong to them, their parents, and their teacher.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: Knows basic banking procedures	A representative of a local bank might be invited to talk to the class regarding simple banking procedures. If applicable, children should be: 1. Taught school banking procedures. 2. Encouraged to deposit funds in the school bank. 3. Taken on a field trip to a local bank. /Patton (3).
Goal 11: Develops sensitivity to a clean and orderly work area	Pupils need to condition themselves to working in a clean and orderly work area. Pupils may observe various working areas for a week and at the end of that time report their observations in class. Class groups should help decide the number of pupils who can effectively be assigned to the various work areas and jobs.
Goal 12: Extends his respect for care and maintenance of equipment	A demonstration may be given of the proper use and care of classroom equipment; such as: a filmstrip, a film projector, a tape recorder, or an electric polisher. Children should be guided to realize that equipment, if abused, may never be as useful nor as attractive as it was originally.
Goal 13: Has some understanding of the nature and consequences of venereal disease	Within the framework of local school policy, and in the proper setting, informed adults--teachers-guidance, school nurses, doctors, and social workers--may accomplish this objective with boys and girls, separately. Films, lectures, and discussions may develop further an understanding of the nature and consequences of venereal disease, provided such techniques are used in the proper setting, and by informed adults. /Kirkendall (14), (15), (17), Levine (19), Levinsohn (2), and Neisser (20).

GUIDANCE

LEVEL EIGHT

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Extends his self-confidence in making decisions

Youth at this level may be in a state of adolescent turmoil. This normal turmoil, however, is further complicated for the Indian youth by cultural conflicts.

Efforts should be exerted to assist each pupil in stabilizing his self-identity, as he continues to seek answers to:

1. Who am I?
2. What am I?
3. What kind of person am I?
4. What is my role?
5. Who sets my limits?
6. Who is my boss?
7. What decisions am I allowed to make?
8. What decisions am I capable of making?

Goal 2: Understands he has the knowledge and skills to make decisions

Pupils at this level are faced with making many decisions regarding going on to high school, and in relation to their individual aspirations. Each one needs assistance in making these decisions and in becoming a more independent individual. The skillful teacher will create means by which every pupil can make decisions, live by those decisions, and analyze their effectiveness and adequacy. All children need assurance that they have the knowledge and skill to make decisions and to make proper adjustments, if they believe their decisions were ineffective.

Goal 3: Explores his future high school program

It is important for the pupil to receive guidance in depth in planning his transition to high school. Through the use of field trips, high school courses of study, handbooks, and resource consultants, the pupil may be assisted in making intelligent decisions concerning future high school education. /Fitzgibbon (9), Humphreys (11), Kitch (18), Paulson (22), and Stoops (23).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Sample Language Implications Related to this Goal

Example: Children plan questions to ask of someone representing the high school.

1. What will we be able to do when we finish high school?
2. What are the different programs in the high school?
3. I am interested in being a _____. What program would that be in? What courses would I take? (Could be asked relative to different careers.)
4. What can I take that isn't for career training?
5. How do I decide what program and courses to take?

Goal 4: Plans, with adult aid, and carries to conclusion, work that extends over several days or weeks

The teacher should continue to guide all pupils in extending their ability to make long-range plans which involve more complex situations. Unit activities provide many chances for children to do such planning.

Goal 5: Adheres to a balanced schedule

Anticipating the need for using time wisely for successful high school achievement, the teacher should continue to guide pupils in the judicious use of time. Through developing and adhering to a daily schedule, sufficient time may be planned for satisfactory classroom achievement and balanced participation in other activities of his interest.

Goal 6: Identifies major occupational fields

Although the purpose in achieving this goal is to identify occupational fields, concentration also should be in the areas of discovering interests and aptitudes as related to job identification. The pupil should gain a general knowledge of the different families or clusters of occupations.

Activities should reflect concentration on the following:

1. How should I plan for future education?
2. How can I discover my interests?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

3. How can I discover my aptitudes?
4. Where am I likely to find success?

/Fitzgibbon (9), Humphreys (11), Kitch (18), Paulson (22), and Stoops (23).

Goal 7: Understands that through work he can achieve his goals

Pupils at this level need to develop a basic concept of work. They need to be guided in identifying what work means and its relationship to reaching goals.

Pupils should participate in many activities which develop the concept that goals, whether they be to acquire property, material wealth, or to achieve a state of being such as happiness, are attained through man's mental and physical labors. One cannot achieve one's goals without effort.

Goal 8: Understands the meaning of envy and its effect on success

An envious pupil may display a resentful awareness of another's excellence or success; a dislike for the successful pupil and an unhealthy desire for the advantages success may bring. Envious feelings may take several forms - from individual resentment to the bringing of social or peer-group pressure against the envied one. (Peer-group pressure may also be brought to bear against a pupil who has violated Indian cultural patterns. The action in such an instance would not be the result of envy but might appear so.)

As a pupil begins to demonstrate his ability in school, he often comes into conflict with his peers and he may have feelings of guilt. Such feelings affect individuals adversely.

In implementing this goal, the teacher should assist the pupil to perceive the implications of social, peer-group, and individual envy and its adverse effect on successful achievement. The pupil needs to develop respect for the uniqueness of the individual and to learn to judge him on his own merits, not by artificial standards. The teacher should help pupils to understand that Indians and non-Indians may have conflicting views concerning success and competition for success. Activities related to this goal should

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 8: (Continued)	reflect a positive approach to respecting the accomplishments of others. The pupils should also understand that envy is a negative deterrent to individual growth. Role playing is an effective technique which may be used in implementing this goal.
Goal 9: Extends his knowledge of budgeting	The pupil needs continued guidance in learning to budget and balance class and club accounts and to share in decisions on expenditures of funds. He may study the treasurer's report on funds spent and balances carried. He may need help to plan club and class budgets for parties and other activities. He can continue to make a simple budget of his funds. He needs to be helped in acquiring basic knowledge concerning interest charges and sales tax.
Goal 10: Explores importance of education and training with relation to wages or salary	The pupil may compare wages received in relation to work-school grants, unskilled wages, and skilled wages. He may make a study of occupations in the school and local community, to develop some understanding that school achievement and individual training help determine the wages or salary a person receives. Through group discussions, readings, resource people, and other means, the pupil needs to become informed of his opportunities and of his obligation to remain in school until competent to earn a living. /Fitzgibbon (9), Kitch (19), Paulson (22), and Stoops (23).
Goal 11: Knows the cost of books, supplies, and property	Committees might be appointed to find out and to tabulate costs of classroom materials, equipment, and furnishings, and report their findings to the class. Other committees might prepare estimates of the cost of replacement of abused or damaged furniture and equipment.
Goal 12: Knows why he should respect the property rights of others	Pupils should be involved in group discussions and in class projects related to respecting the property rights of others. At this level they should be able to develop some perception of the necessity for penalties for violation of property rights.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 13: Participates in developing a school code of conduct based on democratic values	As a class project, committees might work with administrative and supervisory staff members in evaluating the needs of pupils in relation to the school code of conduct, and in drawing up or revising such a code. Committees might also acquaint other classes with the revised or new code, and work with the school staff in implementing it.
Goal 14: Develops a wholesome attitude toward marriage and family relationships	Commensurate with their maturity, through the use of appropriate staff members, or films, readings and discussions, pupils need to acquire correct information and a healthy attitude toward family relationships and of some of the responsibilities of marriage. In accomplishing this goal, previous goals in the area of sex education may be reviewed. /Adams (6), Kirkendall (14), (15), (16), and (17), and Levinsohn (2).

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LEVEL SEVEN

SOCIAL STUDIES

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Studies and compares the life of people in selected nations of the Eastern Hemisphere, choosing for study such aspects as culture, history, and contributions of indigenous peoples to the life of the country

Pupils may engage in activities through which they can gain information regarding the homelife, food, shelter, religious beliefs, education, and recreation of some of the people of the Eastern Hemisphere. They may compare the life of these people with their own.

Information may be acquired regarding natural resources that are important to the countries selected for study, and to the United States. A pictorial map might be made which would show the location of major industries.

Children may be introduced to the concept of culture and guided in understanding some of the basic facets of their own culture and of others being studied.

The influences of environment on the countries studied should be stressed.

Children may discover some of the factors that led to the patterns of settlement of the countries, and compare them with factors which affected settlement of the United States. They may determine what factors have influenced the growth of the country.

Children may be helped to discover how these countries have made contributions to other parts of the world.

Pupils should be helped to discover the role the native or indigenous people have played in the development of the country. They might compare contributions of these peoples with contributions of the Indians and Eskimos in the United States and show how these people have developed within the context of the country's development.

Charts, time lines, and murals to show periods and patterns of growth may be constructed.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Develops some understanding of problems that are currently of major concern to the world; such as, China's emergence as a world power, or problems of other emerging nations of the world

Developing an understanding of some of the problems faced by emerging nations, which are of concern to the world, may be an on-going activity. Through following news events in magazines and newspapers, and on the radio and television, children may accumulate information regarding some of these nations and discuss its relationship to world peace and well-being. Near the end of the year, they might summarize the information and draw conclusions from the summary.

Goal 3: Understands and evaluates why and how efforts are made to develop and maintain friendly relationships between the United States and other nations of the world

Pupils should be guided in developing and understanding that as distance between nations is reduced through speed in travel, problems of these nations tend to become problems of common concern. Emphasis should be placed on likenesses of nations rather than differences.

Children may be introduced to attempts being made at establishing friendly relations through exchange programs of students, teachers, doctors; work of the scientists; and through the International Red Cross. Activities of the United States Information Agency and the Voice of America may be brought to the attention of the pupils.

Letters with pen pals in other countries may be exchanged. Pupils may learn foreign greetings. (See Language Implications, Level Four.) Some may report on immigrants who have had a direct influence on this country. Information on immigration laws may be gathered.

Programs the United States is sponsoring in South America, and other foreign aid programs may be touched upon briefly.

Goal 4: Discovers, from study, that a relationship exists in the world of work between education and training and the standard of living

Hypotheses which might be drawn in the study of the world of work and its educational training requirements are that:

1. In a large measure, one's potential productivity is measured by his education and his specialized training.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

2. Promptness, proficiency, and trustworthiness are essentials of the world of work.
3. The acquisition of these essentials depends largely on education and training.
4. To achieve in the world of work, one must possess either a salable skill or salable training.
5. Jobs are important only as they meet the felt needs of the people.
6. There is some relationship between public demand for a job or service and the salary or wage for that service or job.
7. The amount of training and education required is related to the technological achievement of a country.
8. As the technology of a country advances, the jobs to be performed change, and the nature of the work to be accomplished changes.
9. As job needs change, workers must retrain themselves to maintain a needed skill.

Activities which may be engaged in to gather evidence upon which these hypotheses may be formed are:

1. A study may be made of employment in the local community or general area to determine how the jobs relate to demand, to the needs of the people, and to the educational and technological level of the area.
2. Education and training requirements for this employment may be studied. Employers may be invited to tell pupils about the types of jobs in their businesses, the kinds of persons they prefer to select for employment, and the training and education required.
3. Information on jobs and their education and training requirements may be obtained by writing to companies with which the pupils may be acquainted or by studying published junior-level occupational briefs.
4. On the basis of previously acquired information relative to the growth of the United States and to the inevitability of change, the relationship of jobs to the needs of the time and the level of the

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

development of the country may be studied. Some changes in the labor market that have taken place in the past and recently should be noted. Children should be led to understand that jobs now in existence may not be in the future, and that others not now existent may be, by the time the pupils are ready to enter the employment market.

Goal 5: Is introduced to basic aspects in the development of democracy in America, its background, important facets of its expansion, and the continuing struggle to achieve and maintain its principles

The teacher may introduce pupils to the origin of democracy in America through a limited analysis of reasons for colonization by the English, the Dutch, the French, and the Spanish, and of ways in which they adapted to their new environment. It will be necessary for the teacher to guide the pupils in acquiring an understanding of the role heredity (in terms of the culture the colonists brought with them) and environment played in the establishment of the government of this country.

Major historical events which affected the growth of democracy should be briefly reviewed to trace the development of the government of the United States. Influences which have threatened democracy should be brought to the attention of the pupils.

To reinforce the concept of democracy that is being developed, the teacher may guide pupils in:

1. Comparing ways in which the Pilgrims and Indians adapted to living in this country.
2. Imagining they were a group of newcomers to an area inhabited by a weaker group of people. They may decide what they would do to adjust to their environment, and to get along with those who were there before them; what kind of laws they would make to live by; and how they would govern themselves. They may be encouraged to suggest alternatives to their original decisions.
3. Developing a time line showing major events in the growth of democracy.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

4. Role playing behavior of men during times of crisis, periods of achievement, and moments of confrontation in the development of the United States.
5. Making a scrap book of news items which are related to the functioning of democracy.
6. Listening to such recordings as "I Was There."
7. Noting the influence on the Indian and the Eskimo in the growth of this country.
8. Determining the importance of family life in the development of democracy in the United States.

Sample Language Implications Related to this Goal

Situation: Teacher and committee making plans to work toward this goal.

Teacher: We hear a lot about troubles between nations. I wonder how we can find out in what ways nations are working together and helping each other.

Jack: I wonder if there are any films on this. I'll check the catalog.

Mary: Let's watch the newspaper for news of countries working together.

Bill: Miss Smith, what are some areas in which countries work together?

Teacher: There are programs of student, teacher, or doctor exchange.

Joe: Do you think anyone who lives near here has been in another country on an exchange program?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

Teacher: I don't know. How could we find out?

Betty: I wonder if the newspaper office would know. I'll call them.

Dick: Maybe we could write to the United Nations for some information. I'll do that.

Ann: Let's see what we can find in the library.

Teacher: Bill, will you summarize the plans we made?

Bill: Jack is going to check on films. Mary suggested that we watch the newspapers. We can all do that and bring clippings. Betty is going to call the newspaper office to see if there is someone nearby who has been on an exchange trip. Dick is going to write to the United Nations. Ann suggested that we check the library. We could all do that. Maybe Ann can schedule a time for us in the library.

Goal 6: Analyzes and evaluates particular traits, qualities, and skills that are essential for persons who serve in public office

A member of the community who holds public office may be asked to tell the class some of the things that the people who elected him expect him to do. The children may discuss and record some of the significant qualities the speaker mentions.

Pupils may visit a public official at his office and ask him questions regarding responsibilities he has to the people. They might examine his record in office.

Children may list characteristics and qualities desired for persons holding class or school office and record these findings. They may be encouraged to evaluate officers' performances during the school year on the basis of these criteria and make suggestions for improvement when conduct has been improper or responsibility shirked.

SOCIAL STUDIES

LEVEL EIGHT

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Increases or expands his awareness and appreciation of the dignity and worth of man

Pupils may be encouraged to examine the following statements and to evaluate them in terms of their experiences.

1. Man loves that which satisfies him or fulfills a need.
2. Man's worth can be interpreted in some measure through the way he faces his circumstances.
3. The uniqueness of man's ability to adapt is proven by the way he develops within his environment.

Goal 2: Increases his understanding of the growth and development of a society and its culture

An understanding of the term <u>society</u> may need to be developed. It may be helpful to relate this to the child's "society as it is reflected in his family, school and tribal life. The "culture" of these various "societies" may then be described. By noting changes which have occurred in their lives and the lives of their people, pupils may be assisted in discovering that societies develop through continual change. Similar changes which have occurred in the society to which they are being introduced may be noted, also.

An effort may be made to formulate a definition of culture on the basis of an analysis of characteristics of Indian society and, insofar as it has meaning to the pupils, an examination of some of the characteristics of the non-Indian society with which the children are associating.

Goal 3: Reinforces his understanding of how societies, nations, and cultures undergo constant change

Pupils need to realize that the culture of America is made up of a number of sub-cultures, and that their culture is an important American sub-culture. In developing an understanding of the culture to which they are being introduced, they may be guided in pointing out ways in which a culture changes and how members of society overcome difficulties in order to survive and bring about change.

Reference may be made to changes taking place in an emerging nation, and to the difficulties members of that nation are encountering to bring about the change.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Changes being brought about by advances in science and technology may be noted.

Sample Language Implications Related to this Goal

Example: Summarizing a unit during a panel discussion.

Moderator: Under a democracy people help make decisions in their government and have human rights. How have people in the United States achieved these democratic principles?

Pupil 1: The people in the thirteen colonies were given laws to obey which they did not help make.

Pupil 2: What did they do about it?

Pupil 3: They fought the Revolutionary War.

Moderator: Did all people get their democratic rights after the government of the United States was established?

Pupil 1: No, but more and more have gotten their rights. Let's talk about just the right to vote.

Pupil 3: Who could vote at first?

Pupil 2: Just some of the men. The Constitution let the State governments decide who could vote. The states had different rules. Some let only men who owned land vote. Some had voters pay a special tax.

Moderator: Then there were people who couldn't vote. Who were they?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Pupil 1: Men who didn't own land; men who were too poor to pay the tax; women; Indians; and slaves.

Pupil 3: Gradually State laws were changed so men who were not landowners could vote. By 1828 most white men could vote.

Pupil 1: When the Negro slaves were freed, did they get the right to vote?

Pupil 2: Not right away. In 1870 an amendment was added to the Constitution saying that states could not keep a citizen from voting "on account of race, color or previous condition of servitude."

Pupil 3: Women worked hard to get the right to vote. They had conventions. They marched in parades.

Pupil 2: So some states gave women the right to vote. Then in 1919 an amendment was added to the Constitution giving women the right to vote.

Moderator: How about Indians and their right to vote?

Pupil 3: In June, 1924, Congress passed a law which made the Indians of the United States citizens of this country. State laws on voting then applied to Indians and still some of them could not vote.

Moderator: Are there still problems about voting?

Pupil 1: Some people think that since 18-year-olds can be drafted they should be allowed to vote.

Pupil 2: Some states still have special requirements.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Pupil 3: Voters do not vote directly for the President of the United States. They vote for some other people who vote for the President. Some people think this should be changed.

Moderator: Let's study the pros and cons of these matters and discuss them later.

Goal 4: Compares the basic precepts of the laws of this country with traditional laws of the tribe or group, and considers the needs that resulted in the similarities and/or differences in these laws

An understanding of how and why laws are made may need to be developed. Pupils may examine tribal laws, and Federal and State laws to develop such an understanding. They may determine factors which make laws necessary.

Pupils may note some laws that have been abolished or modified and determine some of the reasons for the change.

They may be able to get information regarding some laws which were recently enacted and attempt to determine why they are necessary.

They may evaluate school regulations and decide why they are necessary. On the basis of a survey of school needs, they may be able to suggest other regulations which would improve the functioning of the school or provide better pupil protection.

Pupils should be encouraged to participate in student government.

A tribal police officer or a Bureau official from Law and Order may be invited to discuss the necessity for laws.

Goal 5: Achieves an understanding of the background and needs that led to the formation of the United Nations, and becomes familiar with the role it does and can play in the world

To assist children in acquiring some understanding of the events which led to the formation of the United Nations, the teacher may guide them in tracing some of the efforts that were made to solve world problems before World War II by the League of Nations and other groups.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: (Continued)	Problems that existed after World War II may be noted, and efforts of the United Nations to help solve these problems may be pointed out. Questions presently before the United Nations may be studied. Attention may be directed to problems resulting from the development of nuclear weapons. Children may become acquainted with UNESCO.
Goal 6: Discusses with understanding some of the important responsibilities of the United States as a world power, its role in the United Nations, in Viet Nam, the North Atlantic defense pact	Pupils may list on a chart some different organizations; such as, the UN, NATO, and SEATO, in which the United States participates, and determine why these organizations were developed. Consideration may be given some of the tasks they have undertaken. Pupils may try to determine if they have been successful. Pupils may discuss responsibilities men and nations have towards each other. Art work, posters, or murals may be prepared to show ways the United States has tried to help other countries with some of their problems. The teacher may encourage pupils to read the newspapers for accounts of United States involvement in affairs around the world. Pupils may debate reasons for the United States becoming involved and try to determine the benefits and the disadvantages in specific situations. Reports may be given on the historic background of some current events that are attracting the concern of several countries. Attitudes of other countries toward actions of the United States should be considered.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: Studies and compares some major contemporary governments organized under constitutional and absolute forms, and learns the basic conditions that led to their establishment and to their successes or failures

Pupils will need to analyze basic principles of:

1. Democracy.
2. Dictatorship.

They may relate the basic principles of these two types of government to:

1. Communism.
2. Capitalism.
3. Socialism.
4. Fascism.

A committee may make a bulletin board of American symbols of democracy for the purpose of reviewing the significance of this collection:

1. Great Seal
2. Bald Eagle
3. Star Spangled Banner
4. Flags
5. Uncle Sam
6. Shrine of Democracy (4 faces)
7. Liberty Bell
8. Statue of Liberty
9. Independence Hall
10. Buildings and memorials in Washington, D.C.
11. Pledge of Allegiance
12. Flag raising on Mt. Suribachi.

On a large wall map, they may locate the capital of countries studied with a small flag or a little booklet in the shape of a capital building. Inside the booklet may be placed information which has been secured through research on the type of government they maintain.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 8: Understands and exercises through appropriate outlets his rights and responsibilities in selecting officials by secret ballot	Pupils should be helped to understand the significance of the secret ballot and to discuss its value. They may be encouraged to conjecture what would happen in this country if the secret ballot were forbidden. An effort may be made to determine how elections are held in a country ruled by a dictator. The secret ballot may be used in class elections. Pupils may assume responsibility for conducting school elections by secret ballot.
Goal 9: Evaluates the purposes and effectiveness of the school's Student Council	The pupils should be encouraged to discuss and discover ways a student government can help the school. Through discussion and interviews, they should determine whether the student government is meeting the needs of the pupils. A questionnaire may be submitted to pupils to determine needs and wishes of the student body. Pupils and faculty members may be interviewed for suggestions for improvement of their student government. Recommendations, which are based on an evaluation of the questionnaires and interviews, may be made for revised or alternative regulations or procedures.

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M U S I C

L E V E L S E V E N

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Develops discrimination in personal choice of music

In a pleasant atmosphere, the teacher may play recorded music to classes to instill happy associations with the music. If listening is purposeful, children may more likely develop an appreciation for various kinds of music.

Should pupils possess record players, they might be assisted in their purchases of recordings.

Goal 2: Sings ballads and selections from musicals

Pupils' interests should be heeded in choosing popular ballads and tunes to be sung.

A student accompaniment may be used for the singing of ballads. (Cooper (1), Leonhard (4), and Sur (7).

Sample Language Implications Related to this Goal

Situation: The teacher sings "'Way Up On Old Smokey" to the class, after which the following conversation takes place:

Teacher: This is a mountain song. The song says he was "courting" her or "sparking" her. Sometimes the word "wooing" is used. These words mean "dating" or "going together." But he is singing about how he lost his true love. Let's see if we can find this kind of song from other peoples. First, let's see how our song books are organized to help us.

Pupil 1: Singing Juniors has a table of contents in the front.

Teacher: What information does it give you?

Pupil 2: It groups the songs under headings. It gives song titles and page numbers.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Teacher: Is there a heading that might include songs about lost love?

Pupil 3: Here's a section headed "He Did A-Wooing Go." I'll check the songs in that group.

Pupil 4: In the table of contents for Music Sounds Afar there is a heading for each section of the book. There are not any song titles listed, but there are short explanations of what the sections are about.

Teacher: Is there a section on the kind of songs we're looking for?

Pupil 5: Yes, one section is "A Young Man's Fancy" and it says that "these are songs of love and courtship from America, Roumania, Ireland, Finland, China, Canada, Catalonia, and Scotland."

Teacher: Check under other sections, too, that deal with sorrow or lonesomeness for home.

Situation continues: In the two song books mentioned, there are the following songs about lost love. As the pupils find them they might be listed on the board along with the originating people.

Clementine	Creole
Oh, How the Moon Is Shining	Polish
"Way Up On Old Smokey	U. S. Mountain
Goodbye, My Dear Friend	German
Aloha Oe	Hawaiian
Lonely Is the Hogan	Navajo
Red River Valley	American
My Man John	English
Farewell, Dear Friend	Basque

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 2: (Continued)	Teacher: Let's look at the words of these songs to see if they express similar or different feelings, and listen to the music to decide which ones we'd like to learn. (The teacher may sing the songs to the class. A discussion may follow on similarities and differences of feeling expressed, and with students making choices as to the ones they want to learn.) /Pitts (6), and Wolfe (10).
Goal 3: Learns vocal independence by performing solos, or in duets, trios, and other small ensembles	Pupils should have opportunities to perform singly and in small groups before an audience. They may perform for their class, for another class, or at assembly programs. If pupils can be involved in community activities, they might also perform at some community program. /Cooper (1), Leonhard (4), and Sur (7).
Goal 4: Participates in social dancing	Pupils may be encouraged to learn social dances. Efforts in this area may be coordinated with activities planned by the guidance department. It is suggested that the teacher contact guidance staff members to determine if their teaching may be coordinated.
Goal 5: Takes part in group ensembles, based on common interest	Pupils who play instruments may be encouraged to form groups of their own. These groups should have opportunities to play at programs, assemblies, and dances. This undertaking also may be effectively correlated with guidance department activities. /Selmer (9).

LEVEL EIGHT

MUSIC

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens with the purpose of developing appreciation for music of greater variety of scope, including that of known composers performed by recognized artists

Attendance at concerts and other musical programs should be encouraged and sponsored where possible.

Arrangements may be made with the guidance staff to plan for children to listen to television programs such as Leonard Bernstein's program for children.

Opportunities may be provided for children to listen to recordings of the Standard Broadcasts.

Sample Language Implications Related to this Goal

Teacher: A good way to spend leisure time is to listen to music. Each person may choose the kind of music he likes. Let's listen to several kinds of music, so you'll know what there is to choose from. There are samples of many kinds of music in our school record-library.

Later, children bring samples of different kinds of music to play for the class. They comment after listening to their chosen records.

Pupil 1: These are "Songs of the Chippewa."*

Pupil 2: I liked those.

Pupil 3: Here is a folk ballad sung by Burl Ives.*

Pupil 4: I'd like to hear more songs sung by Burl Ives.

Pupil 5: That kind of song it too sad for me. I like something more lively.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

Pupil 6: Let's see if this is lively enough for you. Here is "The Stars and Stripes Forever," by John Philip Sousa, played by the Goldman Band.*

Pupil 5: Will, it's all right for marching. I wouldn't choose it for leisure-time listening.

Pupil 7: I really like marches.

Pupil 8: Here's a jazz number. It's "Struttin' with Some Barbecue," played by Louis Armstrong's Hot Five.*

Pupil 5: Now, that's what I call music. I'd like to hear more jazz records.

Pupil 9: That's too noisy for me. I like something with words and a pretty melody.

Pupil 10: Here's "What a Beautiful Morning" by Richard Rodgers. It's from a musical play named "Oklahoma," sung by Howard Keel.

Pupil 11: Oh, I like that, too. Are there more songs from musical plays?

Teacher: You may check the record-library for others.

Pupil 12: Now, let's listen to "Winchester Cathedral" played by Lawrence Welk's Orchestra.

Pupil 13: Say, that's great.

Teacher: You can see that not everyone likes the same kind of music. _____, will you summarize for us by listing the kinds of music we heard today?

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: (Continued)	Student 14: We heard songs of an Indian tribe, a folk ballad, a march, a jazz number, a song from a musical play, and a pop song.
Goal 2: Participates in general music classes	General music may be taught as a core class.
Goal 3: Performs in junior high choruses and operettas	Use may be made of sacred and secular songs to develop unison, two, three, and four part singing. Operettas that interest the pupils and have some meaning for them should be selected and presented. /Cooper (1), Leonhard (5), and Sur (7).
Goal 4: Participates musically in activities other than those organized within the curriculum, sharing, as appropriate, the music and dances of his own culture	Pupils should be encouraged to participate in talent shows, social functions, church choirs, and civic music organizations. Opportunities for social, folk, square, modern, and interpretive dancing should be provided.
Goal 5: Develops an interest in playing social instruments	In cooperation with the guidance staff, the teacher may promote interest in guitars, harmonicas, ukeleles, accordions, and autoharps.
Goal 6: Performs in junior high bands and orchestras	A school band or orchestra may be organized to give pupils an opportunity to extend their experiences with music. /Selmer (8).

*These records are listed in Wolfe and others, Proudly We Sing, Follett Publishing Company, Chicago, 1961, pages 236-237.

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L A N G U A G E A R T S - L I S T E N I N G

L E V E L S E V E N

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Recognizes bias and propaganda in oral presentations	After an introduction to, and study of, bias and propaganda through reading, pupils may be guided in analyzing material to which they listen for bias and propaganda. The teacher might tape a biased speech for this purpose, and help pupils to analyze it and determine what they can accept and what they would reject.
Goal 2: Listens to prose, poetry, and music to sense the mood	Through listening to readings or recordings of works of such authors as Robert Frost, Carl Sandburg, Edgar Allen Poe, and Charles Dickens, pupils may be guided in determining what sets the mood in a particular poem or story.
Goal 3: Listens to evaluate other speakers as well as himself	Each pupil may make up a rating sheet. As he listens to tape recordings of reports given by himself or his classmates, he may use a predetermined set of words or symbols to fill in the rating sheet. He will rate such qualities as audibility, enunciation, expression, and logical sequence.
Goal 4: Extends the range of literature and music to which he can listen with pleasure	Pupils should listen to recordings of classical selections and to readings done by persons who read well.

LANGUAGE ARTS - LISTENING

LEVEL EIGHT

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Listens to categorize ideas	At this level, pupils should be assisted in classifying information that they gain from reports given by classmates, from tape recordings, and from film narrations. They will need considerable help in organizing information into various categories in all areas of learning, in order to develop the skill to classify oral material.
Goal 2: Listens in order to select significant findings	Pupils may listen to descriptions of well-known people and guess who they are.
Goal 3: Evaluates points of view given in oral presentations	After hearing a speech, the pupil should be encouraged to explain in his own words what he believes the speaker's point of view to be and to explain his own point of view.

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L A N G U A G E A R T S - S P E A K I N G

L E V E L S E V E N

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Is able to hear, react, and respond accurately to the sounds, stress, rhythm, and intonation of English

All of the techniques employed at previous levels to guide children in learning to speak English and in refining their English should be used where needed to lead pupils toward this accomplishment.

Although, at this level, the teaching of English, particularly as a second language, is not devoted exclusively to aural-oral work, it in no way signals the end, or even a marked decrease in the emphasis that should be placed on audio-lingual practice.

Exemplary grammatical sentences may become the basis for oral exercises in communication and in recombination. Pupils can be assisted in forming as many new sentences as possible by recombining the various structural elements of the original examples.

Stress should be placed on the communicative elements of speaking at this level. Pupils should be encouraged to take the initiative in conversing with classmates, with school personnel, and with visitors.

Dramatizations, skits, stunts, and "radio" and "television" broadcasting should be used to add variety to emphasis being placed on communication.

Goal 2: Masters the fundamental operations employed in forming plurals and past tense

On the basis of aural-oral practice for the purpose of strengthening understanding of the use of English plurals and past tense, or of eradicating errors which exist in their use, the teacher should provide many opportunities for children to relate informally, to read, and to write material using past tense and plurals. In helping children to master these forms, their understanding of the grammatical terms used in explanation will depend largely on their knowledge of the grammatical terms in their own language. Grammatical terms are not necessary, nor are "rules" of grammar. The "rule," if one is used, should be a clear explanation of what actually happens in the utterance.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: Speaks extemporaneously

Effort should be put forth to get children to make brief, extemporaneous speeches.

Role playing may be a good starting point. Arrangements may be made for children to make unprepared announcements to a class or at an assembly program. Debates may be used as a means of teaching children to speak extemporaneously. If a visitor arrives, a pupil might be called upon to welcome the guest, and to explain class work that is being done. Children may conduct a class meeting or be encouraged to participate in discussion during such a meeting.

When some skill has been developed in this area, pupils may prepare a list of three subjects with which they are familiar. The teacher could call upon a pupil to speak briefly about one of the topics.

In evaluating extemporaneous speaking, children might be taught that eye contact helps to emphasize points of interest and to establish interaction between speaker and listener; that gestures, as natural expressions, reinforce oral language; that posture and personal appearance add to or detract from what is spoken; and that voice use and control reflect speaking ability.

Sample Language Implications Related to this Goal

Situation: A group of pupils are formulating a chart on critical thinking to use as a guide in discussions of material they read. The pupils have searched in a number of different English texts, reading texts, and library books on reading for specific information on critical thinking. The teacher is sitting with a group which has a leader and a recorder.

Leader: We decided that critical thinking means to think of more than just the basic meaning of the words and to think about what the material you are reading has to do with you. What have you found out a person does if he is a critical thinker?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Pupil 1: As a person starts to read he should think of the purpose he has for reading.

Pupil 2: Yes, if he thinks of this, he'll plan whether to read carefully or rapidly.

Pupil 3: Or just to skim for certain information.

Pupil 4: He'll think about what parts of the information he can use.

Pupil 5: We can decide whether we like a story or not.

Pupil 6: We can decide whether or not we'd suggest it to someone else to read.

Pupil 7: We should think about the author's purpose for writing the material.

Pupil 8: We can think about the way the author said things--did he do a good job in describing so we can imagine the scene or the people's feelings?

Pupil 1: We can decide whether or not we like the characters.

Pupil 2: And compare ourselves or our own lives to the story characters.

Pupil 3: We can try to remember things that have happened to us which will help us understand better the author's idea.

Pupil 4: Maybe the story teaches a lesson that we can try to use in our own lives.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Pupil 5: In informational material we may need to check another book to see if information is correct.

Pupil 6: Yes, and sometimes we need to decide if what the author says is really true or is just his opinion.

Pupil 7: If we decide that it is opinion, we can either agree or disagree with his opinion.

Leader: These give us many ways to think critically and many kinds of things to say in discussion. Mary has been writing this information down. Tomorrow we'll decide just how to say it on the chart.

Goal 4: Continues to grow in poise, animation, and confidence

Pupils should be afforded means to participate in various formal and informal speaking activities; such as, debating, conducting meetings, carrying on informal class or social discussions. As children gain confidence in their ability to converse, to describe, to use the telephone, to give directions, to make introductions and announcements, and to conduct interviews--through being provided much practice in these areas--they may be guided in showing some animation as they speak.

If pupils have an opportunity to hear a professional speaker or actor, the teacher should guide them in noting how he spoke and in trying to imitate some of his techniques.

Recordings and tapes may be used for the same purpose. The pupils may tape their speeches and listen for evidence of animation or confidence that is reflected in their speaking.

Reading and presenting dialogues may be other means of encouraging livelier speech.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Extends skill in using the telephone

A brief unit on the various kinds of telephones and their uses might be developed to broaden pupils' understanding of the telephone, and to increase their skill in its use.

Pupils should continue to practice conventional and acceptable telephone conversations.

Goal 6: Continues to improve his skill in conversation

Pupils should practice conversations related to various situations. They should learn how to make apologies, excuses, refusals, requests, and invitations. The teacher should discuss with them the etiquette related to the above types of conversation.

Through class discussion the pupils may determine some of the characteristics of an interesting conversation. Responsibilities of the listener in a conversation should be considered.

Goal 7: Develops vocal qualities (pleasantness, naturalness, animation) appropriate to the situation

Children may role play or dramatize to practice vocal qualities needed in a particular situation. They may record their voices on tape and listen for distinctness and for pleasant and natural qualities.

The teacher might make a recording of examples of distinct and pleasant speech, and of indistinct speech, for the children to study the difference.

LANGUAGE ARTS - SPEAKING

LEVEL EIGHT

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Is able to hear, react, and respond accurately to the sounds, stress, rhythm, and intonation of English

Although at this level pupils are much involved in the writing and reading of English, it in no way signals the end of, or even a marked decrease in, the emphasis that should be placed on aural-oral work.

The teacher should continue to use exemplary grammatical sentences as a basis for oral communication and recombination. Pupils should be guided in forming as many new sentences as possible by recombining the various structural elements of the original examples.

Although it will be necessary to adapt whatever materials are used to the particular needs of the pupils, the teacher should examine available material for all possible opportunities for oral practice. Aural-oral competency achieved at previous levels can be strengthened and increased by so doing.

When pupils have been properly trained, the use of printed materials offers them possibilities for considerably more diversified and sophisticated forms of listening and speaking practice.

At this level pupils should have many opportunities to listen to recordings of good examples of English speech. They should frequently tape their conversations, reports, and speeches, and, with teacher assistance, evaluate them for accuracy of sound, intonation, rhythm, and stress.

Sample Language Implications Related to this Goal

Situation: Children are using a discussion to present discussion techniques.

Leader: We need to talk about how to have a discussion. What suggestions do you have?

Pupil 1: Each one in the group should contribute to the discussion.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

Pupil 2: One or two people should not monopolize the discussion.

Pupil 3: Some should not try to get out of talking.

Leader: Those are good suggestions.

Pupil 4: The children having the discussion should listen to each other.

Leader: How can speakers make others want to listen?

Pupil 5: They should speak expressively.

Pupil 2: They should speak loudly and clearly.

Pupil 4: They should sound as if they believe what they say or as if they believe it is important.

Leader: Yes, others will want to listen if we speak that way.

Pupil 1: It helps to sit properly and look at your listeners.

Pupil 3: We will speak more clearly if we keep our hands away from our faces.

Leader: Are there some special courtesies to observe in discussions?

Pupil 5: One person should not interrupt another who is talking.

Pupil 4: If two people happen to start speaking at the same time, one should say "Excuse me," and let the other go ahead.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

Pupil 6: If you disagree with what someone else says, start your remarks with "In my opinion" or "It seems to me" or "I believe that."

Pupil 1: Compliment others on their ideas.

Pupil 2: The leader should thank the participants.

Leader: I believe all these ideas are important to a good discussion. Thank you for your suggestions.

Others: Thank you.

Goal 2: Masters the fundamental operations employed in forming plurals and past tense

For those pupils who are still having difficulty with plurals and past tense, time should be set aside for oral practice, for reading practice, and for written reinforcement of correct use of plurals, and of past tense of verbs. Rather than teaching by "rule," it may prove more effective if the teacher gives a clear explanation of what really happens in the utterance when changes are made to indicate past tense or plural number.

Goal 3: Speaks extemporaneously

Good speeches reflect the speaker's purpose, accuracy, responsibility, clarity, straight thinking, integrity, and sincerity.

In terms of skill developed at previous levels in reporting, and at the seventh level in speaking extemporaneously, pupils should be guided in evaluating talks they make on the basis of purpose, accuracy, clarity, and sincerity.

Continued practice should be provided in speaking extemporaneously through role playing, making announcements, debating, showing visitors around the classroom or the school, and participating in class meetings.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 3: (Continued)	In practicing extemporaneous speaking, pupils should learn that the effectiveness of their speech will depend upon getting attention; emphasizing the importance of the subject; presenting pertinent points based on reliable, factual evidence; and drawing legitimate conclusions. Children may play a game "The Last Word." A pupil begins speaking on some topic. Shortly, a group leader says "Stop" and calls upon another pupil to pick up the thought and continue the talk.
Goal 4: Continues to grow in poise, animation, and confidence	Rapport established in the classroom will stimulate the development of poise, animation, and confidence in the use of English. Lack of rapport will thwart their growth. Children should feel free to speak without fear of being ridiculed or fear of making an error. At this age, pupils are very conscious of peer approval, and may be hesitant to make an effort to appear animated in making a speech for fear of being derided by their peers. It is the teacher's duty to develop an atmosphere in which speech improvement can flourish. To gain confidence in their speaking ability and to refine their speaking skills, pupils should share information they have acquired in any subject field with classmates, with other classes, and in assembly programs. Participating in a talent show, acting as master of ceremonies at a party or an assembly program, serving as a host at some school function, delivering oral messages, and introducing friends and visitors are activities in which children should engage often.
Goal 5: Extends skill in using the telephone	Frequent opportunities should be provided for pupils to use the telephone to make a friendly call or a business call. The teacher may make previous arrangements with persons to be called so that they may cooperate in helping the pupils achieve their goals.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Continues to improve his skill in conversation	The teacher should provide a variety of situations for the practical use of conversation. When pupils are taken on field trips, they should be encouraged to initiate conversations with their guides or hosts. Arrangements may be made with other staff members, with the school nurse, the doctor, or the dentist, to assist in involving pupils in conversation. Social gatherings should be planned with one purpose being to provide a situation for conversing.
Goal 7: Develops vocal qualities (pleasantness, naturalness, animation) appropriate to the situation	Through discussion, children should be led to draw conclusions regarding the necessity and importance of speaking distinctly and pleasantly, and of gearing speech to a particular situation. Continued use of dramatization and dialogue is suggested as an aid to developing more skill in speaking.

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LANGUAGE ARTS - READING

LEVEL SEVEN

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Continues to improve his skill in reading for different purposes

A basic aim of reading instruction is to help pupils understand what they read and study. Increased proficiency in reading may be attained best by practice. Study skills may be developed in connection with all activities of the school day.

When pupils are attempting to grasp a new fact or process, they should be helped in acquiring the vocabulary which will give it meaning. Teacher explanations, films, filmstrips, pictures, and other reference materials may be used to establish understanding.

Pupils should develop the habit of rereading passages when the meaning is not clear to them.

Goal 2: Increases his reading rate

Pupils should be aware of their reading rate. Teachers should continue to guide them in developing a rate suitable to the type of material being read and to the purpose for which it is read. However, emphasis should be placed upon comprehension, not speed.

Four suggestions are made for encouraging pupils capable of increasing their reading rate:

1. Build a desire to read by providing materials based on the interests and abilities of the pupils.

2. Encourage each pupil to read as much as he can.

3. Discuss the advantages of rapid reading of some materials.

4. Help the pupils determine how rapidly they are able to read and interest them in undertaking a program to improve their reading and increase their reading rate.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Some devices teachers may use to increase reading rate are:

1. Reading aloud to the pupil. (The tempo may gradually be increased.)
2. Reading aloud to the group; pupils follow with markers.
3. Teaching pupils techniques of skimming and finding main points.
4. Using timed reading drills.
5. Helping children overcome lip reading
6. Using controlled reading devices such as the tachistoscope or controlled reader.

Goal 3: Reads materials independently at his free reading level

The pupil should be encouraged to do much independent reading at his free reading level. A variety of reading material should be available in each classroom. Extensive use should be made of the materials center.

Goal 4: Reads materials at his instructional level

The teacher should attempt to ascertain the instructional reading level of the pupils. The following method may be helpful in finding the pupil's instructional reading level, as well as his other reading levels:

1. Needed materials
   Readers, well-graded, with interesting stories, free from specialized vocabulary

2. Technique
   Choose several paragraphs at suitable grade levels; beginning with lowest level selected, have a pupil read orally; ask a few fact questions to check comprehension; ask a thought question to determine the pupil's ability to draw inferences.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

3. Points to notice
   a. Free Reading Level: 90% comprehension; 99 of every 100 running words correctly pronounced; natural phrasing; pupil relaxed

   b. Instructional Reading Level: 75% comprehension; 95 of every 100 running words correctly pronounced; natural phrasing; pupil relaxed

   c. Frustration Reading Level: 50% or less comprehension; 10 or more words mispronounced of every 100 running words; phrasing unnatural and uncertain; pupil tense, possible finger pointing

Another reading level is the pupil's Capacity Level. This applies when material is read to him. It is the highest level of material he can comprehend when it is read to him. A pupil's Capacity Level can be evaluated by watching for his control over language-fact relationships when material is read to him.

4.a: Increases reading vocabulary and understanding of idiomatic phrases and colloquialisms

The teacher should be alert to helping each pupil develop a vocabulary which is broad, specific, accurate, and colorful, and related to his educational needs. To develop an interest in vocabulary building, a pupil may estimate his vocabulary by the following procedure:

1. Select at random one page from each hundred pages in the dictionary; read down the list of words and count those he actually uses in speaking, in writing, or in both.

2. Add the numbers from the different pages; then multiply the sum by one hundred. The product will be a rough estimate of the number of words in his <u>active vocabulary</u>.

3. On each page selected, also count the additional words which he does not use himself, but which he understands in reading or listening.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

Multiply the sum of these words by one hundred to arrive at his passive vocabulary.

4. Now add the words in his active vocabulary to the number in his passive vocabulary to arrive at a rough estimate of his total vocabulary.

Some ways pupils may learn new words are by:

1. Listening to the radio
2. Reading material which is expressive and attractive
3. Seeing movies and television
4. Talking with other people
5. Reading newspapers
6. Reading easy, scientific material
7. Using the dictionary
8. Playing word games
9. Learning common prefixes, suffixes, synonyms and antonyms
10. Identifying some ways that language changes and expands.

As idiomatic phrases or colloquialisms are encountered in reading material, they should be explained to children. Independent reading activities may be related to interpretation of idiomatic phrases.

4.b: Recognizes synonyms and antonyms

Children should learn that synonyms are words which express essentially the same idea but often have shades of difference in meaning. They should note that dictionaries use synonyms in defining words.

The following suggestion for preparation of exercises may be helpful:

From a reading selection, write on the chalkboard ten difficult words. In different order, write a synonym for each of these words. Let pupils match words and synonyms.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

Write on the chalkboard sentences from a reading selection containing groups of words for which synonyms can be supplied. Underline the groups of words. For each underlined expression, pupils may choose an appropriate synonym and rewrite the sentences.

Example: Little by little he crept up the hill.
Gradually he crept up the hill.

This type of matching also may be used with antonyms. Children may discover that dictionaries sometimes give antonyms as well as synonyms in defining words.

4.c: Improves in ability to read critically

It is suggested that the teacher refer to basic reader manuals for exercise for building comprehension.

Skills developed at previous levels in test taking may be reviewed and extended.

Goal 5: Maintains, reinforces, and improves skill in locating, organizing, and studying

The pupil should know how to use the library in his school. Since libraries in Bureau schools may vary from classroom libraries to materials centers, accomplishments will be regulated by local facilities. In some schools the pattern will be very elementary; in others it may include:

An elementary understanding of the Dewey Decimal System.
A working knowledge of the arrangement of books on the library shelves according to the Dewey Decimal System.
The use of the card catalog.
    The use of the drawer labels in the card catalog drawers.
    The use of the guide cards in the card catalog drawers.
    Practice in finding books.
        By title.
        By author.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

By subject.
By using cross references.

Working out a skit on the arrangement of books and the Dewey Decimal System and being a member of a library club are activities in which children may participate.

LEVEL EIGHT

LANGUAGE ARTS - READING

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Reads materials independently at his free reading level	The pupil should be encouraged to do much independent reading at his free reading level. Much easy reading material should be available to him in his classroom. Extensive use should be made of the materials center.
Goal 2: Reads materials at his instructional level	The teacher may refer to a similar goal at Level Seven for a method of identifying the various reading levels of the pupil.
2.a: Reads many new words and idiomatic phrases with understanding	At this level pupils may be introduced to picturesque language, and to words and phrases which derive meaning from literary reference. They should continue to add words they need to their reading vocabulary and to gain more familiarity with idiomatic phrases.
2.b: Recognizes homonyms	As a need arises for pupils to recognize homonyms or to use them, they may be introduced to them and guided in understanding this word classification. To teach them in isolation or without need is to add confusion to the already complicated task of learning English.
2.c: Reads analytically, critically, and creatively on his own level	The teacher may refer to manuals of basic readers for suggestions in developing skill in analytical and critical reading and in cultivating an appreciation for prose and verse.
Goal 3: Improves independent study skills	The purpose behind this accomplishment is the extension and refinement of study skills which were introduced at previous levels. It is suggested that the teacher refer to reading goals from Level Four through Level Seven for review purposes.
3.a: Reviews and extends study of maps, tables, charts, cartoons, and illustrations	
3.b: Extends skill in locating and organizing material	As local facilities permit, skill in using the library should be extended. The pupil should gain independence in his ability to locate needed information. He should be given assignments which require him to locate information independently, but should have assistance from the teacher and librarian in correcting faults and improving skills.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

3.c: Extends ability in research	In connection with other subject areas, such as health, guidance, science, and social studies, pupils may be directed into individual research studies which will involve reading and composition.
Goal 4: Participates in the operation of his own school library	To the extent possible, pupils interested in working in the school library should have an opportunity to do so. Having a library work assignment may be a means of developing an interest in reading for some who are disinterested, or may be therapy for a disturbed child.

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LEVEL SEVEN

LANGUAGE ARTS - WRITING

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Maintains and enhances the use of writing for various purposes

The pupil should strive for increased proficiency in both manuscript and cursive writing. He may make charts and diagrams of information to be presented in various subject areas. He may make posters to advertise classroom or school activities.

Goal 2: Writes clear and correct sentences in various methods of expression

The pupil may write personal experiences and simple verse. He may collaborate with others in writing group verse and dramatizations. He may report for the school paper.

Pupils may do creative writing using sentences with a variety of connecting words. They may write personal experiences, descriptions, feature articles, and editorials. The use of direct quotations in stories and poems should be encouraged.

Children should be guided in recognizing the difference between sentences and phrases. Teaching pupils to use dictionaries and handbooks to settle their uncertainties is an important phase of learning. The habit of consulting recent and valid sources of information may help keep pupils in touch with English as a living, changing language.

Inductive instruction in grammar will lend strength to the skill of noting true sentence meaning. Phrasing in oral reading and determining relationships of sentence parts (subjects, predicates, phrases, and clauses) may prove to be an aid in gaining this understanding. Materials on the child's level and of his own making should be used for such an analysis.

Goal 3: Extends ability to unite well-constructed paragraphs

Pupils should have much practice in writing paragraphs using topic sentences, details and examples, summary sentences, and variety in sentence beginnings and endings.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Extends skill in organizing papers

The teacher should assist pupils in setting standards to be followed in writing reports. At this level pupils may be introduced to adding a brief table of contents and bibliography to a report. This might be a group activity in which several individual reports on a particular subject are compiled and a table of contents and bibliography added.

Goal 5: Writes interesting business and friendly letters correctly

The scope of business and friendly letter writing should be broadened for pupils at this level.

Goal 6: Uses the mechanics of written expression with ease

The teacher may help pupils recognize nouns and pronouns, singular and plural, and guide them in using correct number in their written and oral English. Should the teacher be familiar with a contrastive analysis of English and the pupils' first language, he might show pupils simple comparisons and contrasts of the two grammars.

Pupils at this level should:

1. Recognize and use verbs and adjectives.
2. Recognize and use subjects and predicates.
3. Recognize the importance of correct usage of verbs in effective expression.
4. Recognize and use direct objects.
5. Continue to improve in spelling ability.
6. Show growth in the use and understanding of words.
7. Continue to extend dictionary skills.
8. Recognize and use synonyms and antonyms.
9. Show growth in ability to follow specific directions.
10. Extend skill in using reference materials.

LANGUAGE ARTS - WRITING

LEVEL EIGHT

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Maintains and enhances the use of writing for various purposes

Pupils should develop a feeling of responsibility for their own improvement in writing in all subject areas.

They need guidance in assuming responsibility for refining the organization of their ideas and converting them into acceptable written form. If many occasions are provided for pupils to exercise and improve these skills, they should gain independence in selection of terms and modifiers which will reflect precision and add interest to their compositions.

Goal 2: Writes clear and correct sentences in various methods of expression

Pupils' written work should show growth in word usage and sentence structure. As the pupil meets new words in his reading of study or leisure-time material, he should attempt to add to his vocabulary words which will be helpful to him in the activities he is pursuing.

Children may be assisted in recognizing and using declarative, imperative, and interrogative sentences. Pupils should become aware that they have been using these kinds of sentences ever since they began speaking English sentences. They may develop some understanding of the various types if meaningful practice in speaking and writing the different kinds of sentences is provided. Pupils may analyze their written work to determine the kinds of sentences they have used.

Goal 3: Extends ability to write well-constructed paragraphs

Activities engaged in should extend skills introduced previously. The pupil's growth should be demonstrated by his ability to develop paragraphs from outlines. Pupils should be provided continued practice in developing paragraphs from outlines in accordance with demonstrated ability.

Goal 4: Develops more skill in summarizing and outlining material

Previously, the child may have participated in making summaries with his group. At this level, he should use his skill to make his own summary of the material he reads. This may be done orally for additional speech practice.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

The pupil should acquire proficiency in outlining by using this skill in preparing reports; recording minutes of a meeting; taking notes on an assembly talk, radio speech, newspaper article, or book. The group may discuss outlines made and suggest ways of improving them.

The teacher may make skeleton outlines of main points and have the pupils fill in a few supporting details.

Goal 5: Uses the mechanics of written expression with ease

Children may learn when to use and (similar ideas) and when to use but (contrasting ideas) in writing compound sentences.

They may analyze how the meanings of sentences are changed by using a variety of introductory words: when, then, after, before, etc.

Diagrams may be used to illustrate the importance of the connective words.

Pupils should edit their own work and that of others. They should demonstrate an attitude of responsibility for correct spelling in all phases of written work. Independent use of the dictionary should be stressed.

Children should also recognize and use subjects; predicates; indirect objects; phrases; simple, complex, and compound sentences.

Ability in using punctuation skills should be extended through:

1. Using the comma before the conjunction in a long compound sentence.
2. Using a semicolon in compound sentences which have no conjunction.
3. Using the apostrophe to write possessive singulars and plurals correctly.

Pupils need opportunities to use possessives in meaningful situations. Their written work may be used as a source of material for lessons on

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: (Continued)	developing an understanding of the correct use of possessives. Pattern practice may be provided for those having difficulty in usage. The pupil might be able to find jokes on his level which depend on homonyms for humor. The class might make a scrapbook of such jokes or of simple crossword puzzles containing homonyms. A group contest in listing homonyms encountered might be held. A chart of homonyms which are used might be made.
Goal 6: Uses more descriptive words to enhance personal writing	(See the related goal in Level Seven.) Pupils may contribute editorials and articles for the school paper. They may write brief stories of imaginary characters with settings in American history. They may exchange letters with eighth graders in other schools, or design greeting cards and write original greetings. Some may write original endings to incomplete stories read by the teacher or other pupils.

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L A N G U A G E A R T S - L I T E R A T U R E

L E V E L S E V E N

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Recognizes literary types - fiction, non-fiction, essay, biography, narrative, poetry, and drama	Pupils telling what they like about stories, books, poems, and plays they have read may encourage other pupils to read many of them; or it may suggest telling stories they have enjoyed reading. It also will give the teacher helpful clues on reading material needed. Field trips should be taken to public libraries when they are within reach. Teachers might read the first part of a story, and when interest has been built up, stop and suggest that those who are interested may finish reading it at their leisure. The pupils should be encouraged to read appealing selections from various literary types. The teacher should provide some of these for the reading corner in the classroom. Pupils might write their own autobiography. Historical poems afford a knowledge of history. Pupils may be encouraged to find several such poems and share them with the group.
Goal 2: Grows in ability to interpret picturesque and idiomatic language which may occur as he reads and listens to folk ballads, tall tales, regional literature	Pupils may make up their own tall tales. On occasions, they may draw maps and show locations where the situation described by the story occurred. Recordings of American folk ballads may be used. A guest may be invited to class to sing ballads, or the music teacher may be requested to teach ballads to the pupils.
Goal 3: Begins to develop taste in literature and interest in authors and illustrators	Each pupil could select an author to study, and place information about this person in a booklet. The booklet might include a brief biographical sketch, illustrations, resumés of books by this author, and so on. Library research should be used to locate as much information as possible.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Children can easily learn the names of authors, if they are heard often enough. This should not become a "chore" or an unpleasant assignment. Pupils should be helped to understand that the names of authors and books enjoyed are learned just as the names of other people who are interesting are learned. A good standard for oral reading should be set and some of the best literature should be read to pupils.

Goal 4: Begins to gain an understanding of human and cultural relationships through his readings of biography, historical fiction, frontier stories

Pupils should be encouraged to read about heroes in history whose influence is still felt. They may dramatize events of significance from literary reading; illustrate characters in frontier stories; and read inter-group fiction to develop understanding and constructive attitudes toward other cultures.

The teacher should read to pupils frequently from books that help them understand people of other lands; e.g., "Young Fu of the Upper Yangtse" or "Little Pear." Pupils may write the biographies of some of their favorite characters.

Goal 5: Continues to develop an appreciation of the stories, poems, ballads, humorous poetry, that appeal to this age group

A collection of favorite poems could be compiled by a pupil or a committee. The collection could include original poetry by pupils of the group. Appropriate illustrations and decorations could be added to make the book attractive.

The teacher should identify topics that are of interest to his pupils. Full length movie features may be shown after reviewing certain books with pupils; for example:

Old Yeller
Robinson Crusoe
Tom Sawyer.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Develops a deeper appreciation of the Indian's contributions to language and literature

Practically all Indian children can tell legends that have been handed down in their families from generation to generation. Both similarities and differences between these and the legends of other cultures may be noted by pupils, for developing increasing interest, enjoyment, and respect for all cultures.

Pupils may compile a list of place names which originated with Indians and are used today. Films related to the contributions of the American Indian may be shown. Indian mythology, as well as Greek and Norse mythology should be used as sources for the story of "The Creation." The teacher may explain the importance of Greek and Norse mythology to American life and show similarities to American Indian myths.

LANGUAGE ARTS - LITERATURE

LEVEL EIGHT

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Recognizes literary types - fiction, non-fiction, essay, biography, narrative, poetry, and drama

Pupils telling what they like about stories, books, poems, and plays they have read may encourage other pupils to read many of them; or it may suggest telling stories they have enjoyed reading. It also will give the teacher helpful clues on reading material needed.

Field trips should be taken to public libraries when they are within reach.

Teachers might read the first part of a story, and when interest has been built up, stop and suggest that those who are interested may finish reading it at their leisure.

The pupils should be encouraged to read appealing selections from various literary types. The teacher should provide some of these for the reading corner in the classroom.

Pupils might write their autobiographies.

Historical poems afford a knowledge of history. Pupils may be encouraged to find several such poems and share them with the group.

Goal 2: Grows in ability to interpret picturesque and idiomatic language which may occur as he reads and listens to folk ballads, tall tales, regional literature

Pupils may make up their own tall tales. On occasions, they may draw maps and show locations where the situation described by the story occurred. Recordings of American folk ballads may be used. A guest may be invited to class to sing ballads, or the music teacher may be requested to teach ballads to the pupils.

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Each pupil could select an author to study, and place information about this person in a booklet. The booklet might include a brief biographical sketch, illustrations, resumés of books by this author, and so on. Library research should be used to locate as much information as possible.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 3: (Continued)	Children can easily learn the names of authors, if they are heard often enough. This should not become a "chore" or an unpleasant assignment. Pupils should be helped to understand that the names of authors and books enjoyed are learned just as the names of other people who are interesting are learned. A good standard for oral reading should be set and some of the best literature should be read to pupils.
Goal 4: Begins to gain an understanding of human and cultural relationships through his readings of biography, historical fiction, frontier stories	Pupils should be encouraged to read about heroes in history whose influence is still felt. They may dramatize events of significance from literary reading; illustrate characters in frontier stories; and read inter-group fiction to develop understanding and constructive attitudes toward other cultures. The teacher should read to pupils frequently from books that help them understand people of other lands; e.g., "Young Fu of the Upper Yangtse" or "Little Pear." Pupils may write the biographies of some of their favorite characters.
Goal 5: Continues to develop an appreciation of the stories, poems, ballads, humorous poetry, that appeal to this age group	A collection of favorite poems could be compiled by a pupil or a committee. The collection could include original poetry by pupils of the group. Appropriate illustrations and decorations could be added to make the book attractive. The teacher should identify topics that are of interest to his pupils. Full length movie features may be shown after reviewing certain books with pupils; for example: Old Yeller Robinson Crusoe Tom Sawyer.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Develops a deeper appreciation of the Indian's contributions to language and literature

Practically all Indian children can tell legends that have been handed down in their families from generation to generation. Both similarities and differences between these and the legends of other cultures may be noted by pupils, for developing increasing interest, enjoyment, and respect for all cultures.

Pupils may compile a list of place names which originated with Indians and are used today. Films related to the contributions of the American Indian may be shown. Indian mythology, as well as Greek and Norse mythology, should be used as sources for the story of "The Creation." The teacher may explain the importance of Greek and Norse mythology to American life and show similarities to American Indian myths.

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A R T

L E V E L S E V E N

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses art in a variety of curricular activities

The boarding school teacher should avail himself of the many opportunities which will present themselves for cooperation with the guidance department in making posters, charts, and decorations for various school activities. In both day and boarding schools, it may be possible to assist with community activities and to guide children in using their skill and talent in art to make decorations or posters for community endeavors.

Goal 2: Independently explores experiences in arts and crafts

The child now should have had experience with most of the basic media. Activities at this level should be creative and exploratory. The teacher should assume a discreet role in directing the creativity of his pupils. /Reed (16).

Goal 3: Appreciates the contribution of art to culture

Committees might work on projects to demonstrate various ways in which art has contributed to their native culture, or ways in which art is used in their native culture. It would be helpful to involve members of the community, as much as possible, in these projects. A community program might be presented as an outgrowth of these projects.

Sample Language Implications Related to this Goal

Teacher: What are some things all peoples have as a part of their ways of living?

Pupils: Homes, food, clothes.

Teacher: Let's work with just those three. Let's find out how these are affected by people's desires for beauty. For right now, let's study these just in Indian life and in general American life.

(Pupils divide into six committees and do research. The committees dealing with Indian life draw charts to illustrate findings. The committees dealing with general American life cut up magazines and paste pictures to make

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

charts. Each committee presents its findings to the rest of the class in a panel discussion. For example, the panel discussion of the committee whose topic is "Art and Indian clothing" might go something as follows. As panel members talk they may show their illustrations.)

Moderator: What was the basic dress of Indian women?

Pupil 1: I found that Ojibwa women wore a red, dark blue, or black broadcloth, loose dress with straps over the shoulder.

Pupil 2: Seneca women wore a wrap-around skirt of broadcloth or calico, with a long, loose, long-sleeved tunic over the skirt.

Pupil 3: A Sioux dress was made of two elk hides sewed together so that large, cape-like sleeves were formed.

Moderator: How were these basic costumes decorated to make them more beautiful?

Pupil 1: Beads were embroidered on the yoke and straps. Later on, silk ribbon applique was used.

Pupil 2: Bead embroidery and silk ribbon applique were used by Seneca women, too, but they were placed around the bottom of the skirt.

Pupil 3: The Sioux women did elaborate beadwork on the yoke and cape-like sleeves of their costumes.

Moderator: Tell us about the designs used.

Pupil 1: The Ojibwa designs were geometric with much use of straight lines and zigzag. Later, after they had seen French materials and laces, they used floral designs.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Pupil 2: The design in the border of the Seneca women's skirts usually consisted of a sky dome and a heavenly tree growing from the top of the sun with a corner design of a tree of light growing out of the earth.

Pupil 3: Sioux beadwork designs are made up of straight lines in parallel formation, crossing each other, or meeting at different angles. These lines form the box, the rectangle, the dragonfly, the three-pronged fork, and the horse track design.

(Other committees present their findings in a similar manner.)

/Lyford (10), (11), and (12).

Goal 4: Has some understanding of the theory of color

Pupils should continue to experiment individually in applying principles related to the color wheel. They should be encouraged to experiment in mixing their own colors. /Birren (2).

Goal 5: Extends ability to evaluate his own art in terms of realism, detail, and relationship

The child may keep a personal folder of his art efforts. He might select his best efforts and tell why he believes they are better. There should be many samples available that illustrate to children the principles of art - balance, variation, unity, contrast, subordination, emphasis, rhythm, dominance, harmony, and proportion. /Anderson (1).

The child needs to begin to understand that an art effort need not demonstrate all these principles, nor does it need to be flawless in those it does demonstrate to bring enjoyment and satisfaction to the viewer. /Anderson (1).

A R T

L E V E L E I G H T

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses art in a variety of curricular activities

In mathematics, in English, in science, and in health, children can effectively integrate art. In many out-of-school activities, including family-style dining, regular dining room procedures, dormitory and recreational endeavors, children should be able to contribute their artistic skill and understanding.

Sample Language Implications Related to this Goal

Students are planning art work to use on a bulletin board in social studies. They are trying to decide the medium to use.

Pupil 1: Are we going to make a mural or a series of individual drawings?

Pupil 2: If we make a large mural, I believe it should be in chalk or tempera paint. These work up fast and can be used for producing sizable pictures.

Pupil 3: We could do a series of individual pictures. What media do you think we might use then?

Pupil 4: Well, colored pencils are easy for me.

Pupil 5: I like the effects produced by water color better than by colored pencils.

Pupil 6: It might be interesting not to use color this time - instead, use charcoal or India ink.

Pupil 7: Say, let's try charcoal for a change.

Group decides on charcoal and then plans what each pupil will draw.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Continues to expand experiences in arts and crafts

On the basis of previous experiences, pupils should continue to expand their understanding and skill in the use of various media. Teacher guidance should continue to be limited and discreet, and independence should be encouraged. /Bjoland (3), Peter (11), Reed (13), and (7).

Goal 3: Increases understanding of the theory of color

Children should be encouraged to apply their knowledge of the theory of color in their art work. Interest might be stimulated through preparing materials for local exhibits. /Birren (2).

Goal 4: Refines self-evaluation of his art efforts

Each pupil may keep a folder of his best art work. The teacher should assist the pupil, when necessary, in evaluating his selections. Evaluation should be in terms of:

1. Balance
2. Variation
3. Unity
4. Contrast
5. Subordination
6. Emphasis
7. Rhythm
8. Dominance
9. Harmony
10. Proportion

Goal 5: Deepens appreciation of the contribution of art to culture

With the assistance of another class, groups may seek ways in which art has contributed to a particular culture. Reports on findings might be given to classes involved and also to other classes having similar objectives.

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HEALTH AND PHYSICAL FITNESS

LEVEL SEVEN

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows the importance of caring properly for hair, nails, teeth, and skin and how this care is related to good grooming and good health	Some attention should be given to the following: 1. What is proper care of the hair? 2. What are some of the diseases of the gums? 3. What good practices should be followed in caring for the skin? 4. What is acne and how is it prevented or cured?
Goal 2: Understands the relationship of health to athletic and other recreational activities	The coach, nurse, or public health consultant may be invited to talk on this subject. Charts and articles from papers and magazines about the importance of good health to success in physical development may be utilized.
Goal 3: Knows the relationship of rest and good food in the cure of tuberculosis	Visual aids such as filmstrips, charts, X-rays, and motion pictures may be used for review and reinforcement of concepts developed at previous levels.
Goal 4: Understands the need for a yearly physical examination	Pupils should learn that it is economically sound to have regular examinations instead of waiting until ill to consult a doctor.
Goal 5: Visits a dentist twice a year	The teacher should stress the importance of good oral hygiene. The pupil should have acquired the habit of brushing his teeth at least once a day. The class may study the structure of the tooth and how decay begins. Charts and films may be used to broaden understanding.
Goal 6: Has a regular eye check	The teacher may use the Snellen or a similar test of acuity of vision. In cases where there are signs of eye strain or defects, health officials should be consulted.
Goal 7: Understands the physical changes of puberty	Within the framework of local school policy, and in the proper setting, informed adults - teachers-guidance, school nurses, doctors, and social workers - may accomplish this objective with boys and girls separately.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: (Continued)

Films, lectures, and discussions may develop a deeper understanding of the nature of physical change at puberty, provided such techniques are used in the proper setting and by informed adults.

Goal 8: Knows what should go into a first-aid kit

Pupils should become acquainted with a first-aid kit. The teacher should explain how each item should be used. Pupils should examine and discuss contents. The kit should contain the following items:

1. Band-aids
2. 3-inch sterile gauze squares
3. Assorted sterile bandage compresses
4. Sterile absorbent cotton
5. Triangular bandages
6. 36-inch sterile squares
7. A tube of good burn ointment
8. Mild iodine
9. Inelastic tourniquet
10. Scissors and forceps
11. One- and two-inch roller bandages
12. Roll of 1½-inch adhesive tape
13. Paper cups
14. Wire or thin board splints
15. Sterile castor oil or mineral oil for use in the eyes
16. Aromatic spirits of ammonia
17. A bottle of merthiolate.

The teacher should have pupils work in groups to practice simple methods of bandaging. Pupils may give demonstrations in assembly programs showing the correct procedures to use in various first-aid treatments.

Goal 9: Knows what to do for minor cuts and burns

Pupils should be taught that the important thing to remember when caring for minor cuts is to avoid possible infection. A class demonstration should be given on the washing of wounds and the applying of antiseptics. Sterility

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 9: (Continued)	and cleanliness should be emphasized. Pupils should be taught that puncture wounds caused by rusty nails, splinters, and other sharp objects contain germs and are particularly dangerous. They should learn the accepted first-aid treatment for burns. The pupils should learn, also, how to control bleeding.
Goal 10: Becomes safety conscious	Pupils may make safety surveys of their school, homes, yards, and farms, and correct those hazardous conditions which they can. The teacher may suggest the steps to be taken to correct those hazards which the children are unable to correct. Pupils may participate in school and community clean-up campaigns and Fire Prevention Week. Ways may be found for pupils to cooperate in the school Civil Defense Program.
Goal 11: Knows what immunizations he gets regularly and why they are given	The group may visit the health authorities or hospital staff to obtain this information. Each pupil may keep his own record and take part in class discussion.
Goal 12: Understands that early stages of tuberculosis can be cured	The teacher should continue to stress the importance of the X-ray to discover early tuberculosis. Some understanding of how X-rays are made may prove helpful in creating interest in having an X-ray. The pupil should be taken into the confidence of the doctor or nurse who conducts the examination. The teacher should do preliminary work on this so that both the pupil and medical staff will be prepared. Pupils may be drawn into discussions of checkups on automobiles to find and eliminate defects before they become serious. The thought should be developed that they should be even more concerned about the human body and have

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 12: (Continued)	regular physical checkups. The nature of tuberculosis and the fight against it, especially the part medical research has played in controlling this disease, may be studied.
Goal 13: Knows how to use a public restroom	If possible, the teacher should arrange for pupils to visit a public restroom, see the facilities, and learn how to use them properly. Service station attendants may be helpful in assisting with this study. If a public restroom is not available, school toilet facilities may be used for practice purposes.
Goal 14: Knows the source of the water supply for his own and other communities, and how garbage and sewage disposal are handled	The teacher should develop, with the class, an understanding of the term sewage. Pupils may find out the proper disposal of sewage, garbage, dishwater, and bath water. They may study the correct location of a sewage disposal unit - whether outdoor toilet, septic tank, or city sewage system - in relation to the water supply. A trip to the local sewage disposal plant is desirable.
Goal 15: Understands why alcoholism is a very serious problem	The class may: 1. Study traffic accidents and the number involving drinking drivers and pedestrians. 2. Find out how much money is spent in their State each year on alcoholic beverages. 3. Discuss reasons why there are laws to keep adolescents from drinking alcohol, and why they were passed. 4. Find out what this law is for their State. 5. Determine ways that money now spent for alcoholic beverages might be better used. 6. Determine problems created by excessive drinking.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 16: Understands why smoking may be harmful

Pupils may be asked to open and close their fists about 75 times a minute. The teacher may time them to help them understand the work the heart does and that the heart muscle contracts at about this rate throughout life.

The teacher may help children to understand that heavy smokers are often bothered with a cigarette cough as a result of irritation of membranes of the nose, throat and bronchial tubes; and that as a person inhales, very small amounts of harmful substances are taken into his body. (See chart at Goal 8, Level Six.)

Each pupil should be encouraged to get all the facts he can about smoking, to think about them, and then to decide what he will do about smoking.

Pupils may read recent studies done on smoking and its effect on health.

Goal 17: Learns to participate in a wide variety of activities with opportunity to experience success in many

Because of the variance in maturity and needs of the individuals in this age group, it is particularly important that physical education activities be selected to suit the needs of each individual. Activities should be modified to provide the best growth and development for each child at his present stage. It may mean the inclusion of less vigorous activities such as sitting, or quiet games, or additional rest for a child.

Boarding schools should be able to program physical education activities so many experiences will be involved.

Goal 18: Understands the basic principles controlling body mechanics and maintains correct postural positions

For continuing improvement of body mechanics, muscle tone should be maintained through exercise, but exhaustion should be avoided. A systematic calisthenics period of 15-30 minutes should be scheduled to drill students in the fundamental fitness exercises.

Pupils may draw and label parts of the body affected by various exercises.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 19: Has some knowledge of weight training

Both boys and girls need to know that weight training can develop large and small muscle groups rapidly. Deficiencies in muscle size or strength can be corrected at a faster rate through weight training. Boys may be encouraged to use bar bell equipment, and girls may use Indian clubs or other light-weight equipment.

Goal 20: Participates in the following team sports: softball, touch football, basketball, soccer, volley-ball, apparatus skills, track, and field

At upper levels, children of the same level and even the same age show great differences in their physical maturity. At the time when team games are being introduced, it is essential that children be classified in ability and physical groups for fairness in competition.

A desirable method of classification for elementary boys is the Greenway method, based on height and weight. Use one-half the weight, plus height in inches, to secure the points.

Class A	126 points or over
Class B	116-125 points
Class C	104-115 points
Class D	90-103 points
Class E	89 points or under

Sample Language Implications Related to this Goal

Situation. Pupils are playing volleyball. They may say the following at the appropriate time.

I'll get the volleyball.
We'll roll out the net.
Let's choose teams.
Joe and Ned, you be the captains.
I'll keep score.
It's your serve.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 20: (Continued)

Make it good.
Try again.
A point here.
What's the score?
____ to ____ in favor of North.
Do we have time for a whole game?
Yes, I think so.
No, let's just play to ten.
Keep it up.
Our ball; your team hit it too many times.

Goal 21: Knows that new activities require new safety knowledge

Pupils may select some new skills they have tried to learn, or some new piece of equipment they have learned to operate recently. They may investigate safety guides essential to these activities or to the operation of this piece of equipment.

HEALTH AND PHYSICAL FITNESS

LEVEL EIGHT

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 1: Has some understanding of the information on his health record	A nurse or physician may go over a health record form carefully with the class and discuss reasons for items which are included on the form.
Goal 2: Knows the relationship of rest, good food, and proper clothing to health	Prior to this level, the pupil has practiced simple health rules. At this level, he needs to gain a deeper realization of the importance of rest, good food, and proper clothing in keeping healthy. Charts and other visual aids may be used to reinforce understanding. The relationship of good health habits to healthy skin should be re-emphasized. Facts about acne should be reviewed.
Goal 3: Follows instructions for the proper care of his eyes	Pupils may: 1. Discuss the necessity for periodic testing of vision. 2. Investigate the relationship of vision to accidents. 3. Discuss proper care of the eyes, prevention of eye fatigue, and use of prescribed glasses.
Goal 4: Knows the parts of the digestive system and how they function	Pupils should be familiar with the interdependence of the parts of the body and that good health is dependent on proper functioning of all parts of the human body. Diagrams drawn on the chalkboard may be used to extend these understandings. Use may be made of visual aids such as filmstrips, films, and torso models. A microscope may be used to study cellular structure and circulation of blood in the skin. (Use skin of a live frog.) This study should include factors which influence digestion, absorption, and use of digested materials.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Understands the respiratory system and knows how to care for it

Activities for this accomplishment may be related to those for Goal 4, Level 8, and Goals 12 and 16, Level 7.

Pupils should understand the need for fresh air and sunshine for healthy functioning of the respiratory system.

Goal 6: Realizes the value of regular dental examinations and good oral hygiene

The class may determine what the dentist is looking for during a checkup. The purpose of dental X-rays may be ascertained. The dentist may be asked to exhibit and explain a dental X-ray.

Pupils may build tooth models, and discuss dental hygiene. These models may be molded from clay. One group of models may be used to illustrate dental neglect; e.g., cavities and gum disorders. The other models may illustrate a healthy mouth.

From a study of these models, students may become aware of the importance of regular brushing and use of mouth wash and dental floss.

Goal 7: Gains some understanding of the emotional changes brought about by physical changes at puberty

Within the framework of local school policy, and in the proper setting, informed adults - teachers-guidance, school nurses, doctors, and social workers - may accomplish this objective with boys and girls separately. Films, lectures, and discussions may develop further an understanding of the nature of emotional changes brought about by physical changes at puberty, provided such techniques are used in the proper setting, and by informed adults.

Goal 8: Knows the symptoms and has layman's knowledge of prevention and control of the most prevalent diseases

The class may invite the school doctor or nurse to talk to the group. Health films may be shown. Reference material may be used to find information. Charts and posters may be made. This study should include information on vaccines, toxoids, and gamma globulin.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 9: Knows the precautions necessary in preventing tuberculosis

Medical personnel may exhibit X-ray films and point out various stages of tuberculosis.

The dangers of contacts with tubercular cases may be discussed. Demonstrations may be given of precautionary procedures.

The pupil should learn the importance of building and maintaining a strong body and how he can build a strong body resistance to tubercle bacillus.

Goal 10: Understands how water can be contaminated and how it can be purified

Pupils should know that drinking water is not chemically pure. It should, however, be:

1. Free from harmful bacteria.
2. Clear and colorless.
3. Free from disagreeable taste and odor.
4. Reasonably soft.

Members of the class may observe a glass of pure water (safe for drinking) and a glass of impure water, to note that both look the same. After bacteria have been given sufficient time to grow and multiply, pupils may examine the water from the two glasses under a microscope. If a microscope is not available, use filmstrips, slides, charts, and illustrations from various references to develop the concepts.

The class should study and discuss the various ways by which water can be contaminated - that mud, living organisms, decaying plant and animal materials, and dissolved minerals are sources of water contamination; that some water impurities are dissolved, while others, such as mud, are suspended and visible to the naked eye; and that usually ground water is a safer source of pure drinking water than surface water.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: (Continued)

Ways to prevent contamination of pure water should be discussed. Special attention should be given to using clean containers and individual drinking cups, and to locating the well above and at least fifty feet away from contaminated areas. Water should be stored in clean, covered containers.

Pupils may study how astronauts maintain water supply purification.

If possible, pupils should visit a municipal sewage disposal plant and water reservoir.

Pupils may boil impure water and examine it under a microscope. The class should realize that boiling is the simplest means of water purification. They may find out how the school's water supply is purified and become familiar with the procedure for getting a water sample tested by the State Health Department. If possible, a field trip may be taken to a town or city water purification plant.

Goal 11: Knows what to do for poisonous bites

Pupils should know the most common venomous insects and animals, such as black widow spiders, scorpions, Gila monsters, poisonous snakes, bees, mites, and ticks. Pictures, films, and filmstrips may be used to acquaint pupils with these animals, and to provide first-aid information concerning their bites.

Goal 12: Knows how to administer artificial respiration

The pupil should learn that artificial respiration is needed at any time when there is a stoppage of normal breathing. Pupils should understand that, through breathing, the body cells are supplied with oxygen which is essential to the continued life of all body cells. They should learn that the failure of oxygen to reach the body cells, even for short periods of time, results in irreparable damage or death. They should learn that a person who has knowledge of the best methods of applying artificial respiration can prevent death or cell damage. Teachers should keep informed of the methods currently taught by the American Red Cross.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 12: (Continued)	Using a dummy torso, the teacher should demonstrate artificial breathing and give pupils opportunities to practice administering artificial respiration.
Goal 13: Understands how fires can be extinguished	Under supervision, pupils should practice extinguishing small fires by using sand and water. They should understand that fires are extinguished by a lack of oxygen. They should observe the use of common types of fire extinguishers, learning the type to use for different kinds of fires. A small amount of oil may be put in a flat pan and water poured on the oil to note how it spreads. Pupils should determine how various types of fires may be extinguished; that gasoline fires are not extinguished by water, but wood fires are. Members of the local fire department may be requested to assist in the accomplishment of this goal.
Goal 14: Understands that alcoholism is an illness	Pupils may discuss what they believe alcoholism is. They may view films, filmstrips, and slides on the subject to verify or correct their impression. Pupils may become acquainted with the purpose of Alcoholics Anonymous. Pupils may learn some facts about alcohol; such as: 1. Alcohol is a depressant. 2. Alcohol dulls the senses so that one does not have good judgment or muscular control. 3. Alcohol consumption may become a habit hard to break. Pupils may be encouraged to get all the facts about alcoholism, think about them, then each individual may decide how he should handle the matter of drinking intoxicants. The study of alcoholism may be approached from the standpoint of its prevalency among Indian and non-Indian groups.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 15: Learns the facts about cigarette smoking	Pupils may discuss reasons people sometimes have difficulty in trying to break the smoking habit. They may evaluate smoking advertisements to determine how they are based on appeal. A committee may contact the local cancer society or write to the State society for information concerning smoking and lung cancer. Again, pupils should be encouraged to get all the facts, think, and decide for themselves what course they will follow. Pupils may watch current articles on smoking and make a scrapbook of these articles. Education on <u>facts</u> about smoking should be emphasized.
Goal 16: Knows the general rules and technical skills used to play standard national games, such as soccer, speedball, softball, basketball, tennis, and volleyball	Pupils should study the rules for new games or activities before playing them. The teacher should make explanations as simple and concise as possible. Simple demonstrations are more effective than lengthy explanations. Technical skills may be learned by demonstration and practice after school, or during physical education period.
Goal 17: Appreciates the value of wise use of leisure time	There are numerous active sports; such as, swimming, riding horseback, archery, and bowling, which can contribute to the ability of the individual to enjoy a healthy, leisure-time activity, if the skills of these individual and dual sports are taught. Many of them do not lend themselves readily to classroom instruction, but they offer worthwhile material for physical education.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 18: Begins to participate in interschool meets in the form of playdays

For grades seven and eight, there should be separate playdays for boys and girls, as well as opportunities for coeducational playdays. During these occasions, large numbers of pupils can have the experience of meeting with pupils from other schools and playing with them in a situation where school rivalries are forgotten and they meet as neighbors, not as opponents. Play is vigorous but the emphasis is upon social outcomes.

Activities suggested for playdays are: volleyball, bat ball, dodge ball, softball, soccer, basketball, and horseshoes. Almost any game or activity can be adapted to the playday situation.

Goal 19: Contributes to planning and carrying out social events for boys and girls

Class meetings or a small committee meeting afford opportunities for pupils to assume partial responsibility for planning social activities. Pupils should be led to see that lack of planning on their part can mean a poor social. The teacher should exercise patience and give the pupils time to get a <u>feeling</u> for this type of activity. Rather than dominate activity planning, the teacher should allow pupils to make mistakes. However, evaluation and additional activities should be provided to allow pupils to correct past mistakes and to become more secure in carrying out this type of responsibility.

Goal 20: Knows need of possessing a considerable body of important safety knowledge

Safety panels may discuss the following:

Safety on Foot
Proper Clothing To Be Seen Easily by Drivers
Bicycle Safety
Pedestrian Safety
Safety at Home
Auto Safety
Safety at School
Safety in the Gymnasium

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 20: (Continued)

Posters and charts may be used effectively in presenting such discussions. First aid pertaining to the above should be included in the discussions.

Sample Language Implications Related to this Goal

Pupils tell what a safety-conscious person does to prevent accidents.

A safety-conscious person thinks about safety in everything he does.
He thinks and acts safely at school.
He walks, rather than runs, in the school halls.
He watches where he is going.
He closes his locker door.
He thinks and acts safely as a pedestrian.
He uses pedestrian lanes.
He makes sure the way is clear for pedestrians before crossing a street.
As a pedestrian, he obeys traffic signals.
He thinks and acts safely at home.
At home, he closes drawers and cupboard doors.
He puts tools away when they are not in use.
He chooses a non-windy day on which to burn leaves.
He thinks and acts safely in sports.
When he swims, he swims with a companion.
He wears a life-jacket when boating.
He carries sports equipment such as bats, roller skates, tennis racquets without swinging them dangerously.

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LEVEL SEVEN

SCIENCE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Builds upon previous knowledge about the classification of living things

The pupils may classify collections. These may be discussed to bring out the fact that scientists make classifications on different characteristics.

Plants and animals may be observed under a microscope. Pictures, posters, charts and bulletin boards may be used to illustrate classifications.

Animals	Plants
One-celled animals	One-celled plants
Protozoa	Bacteria
Worms	Yeast plants
Mollusks	Molds
Starfish	Algae
Arthropods (crustacea, centipedes, spiders, insects)	Mosses and liverworts
Fish	Ferns
Amphibia	Seed plants (monocotyledons and dicotyledons)
Birds	
Mammals	

/Barr (1), and Hanauer (10).

Goal 2: Knows about the balance of nature

On the basis of research, pupils may discuss ways that animals depend on plants and other animals for food; how plants, in turn, use humus for food; that the numbers of various animals are controlled by their predators; and that erosion and floods are checked by the growth of plants. Pupils should have some understanding of the balance of nature and of man's responsibility for maintaining this cycle; and that interference with this cycle causes imbalances; such as, floods, increases in undesirable animals and plants, and the destruction of some species.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Pupils may plan and build a balanced aquarium and terrarium for periodic observation. /Green (9), and Lavine (12).

Goal 3: Understands the scientific method of performing an experiment

Pupils may write on paper or on the chalkboard the steps which a scientist uses in performing an experiment.

The teacher or a pupil may demonstrate the steps to the class. Some examples of typical experiments that the students may perform are:

1. Determining which is heavier, milk or water
2. Preparing oxygen
3. Determining if iron will oxidize
4. Determining if there is dust in ordinary air
5. Determining if "dry" soil contains water.

/Larrick (11), Podendorf (16), and Stone (22).

Goal 4: Has some understanding of the composition of matter and its characteristics

Pupils may bring to class samples of various kinds of matter. They may arrange an exhibit with pictures, diagrams, and samples showing various kinds of matter.

The teacher may guide the class in performing simple experiments which show how gases, liquids, and solids are different. Pupils may construct models and charts on the composition of matter, of an atom, and of a molecule.

This concept may be expanded by simple experiments; such as, cutting and stretching materials; dissolving sugar or salt for physical changes; and burning for chemical changes. /Larrick (11), Podendorf (16), and Stone (22).

Goal 5: Knows the cause and effect of wind and water erosion

At this level the pupil should be able to consider some of the problems and solutions associated with man's use of soil, water, and forests.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: (Continued)	The teacher may help pupils to find small areas where insidious erosion is taking place. They may experiment with different materials and ways of building check dams. A small area may be seeded or terraced or trees may be planted to observe the effect on erosion. Reading materials and the use of resource persons may be supplemented with field trips to areas where erosion is severe, or has been checked. Pupils should become familiar at this point with the many implications of erosion. Through using soil in a container and an electric fan and a water sprinkler, simple experiments can be set up in the classroom to show the effect of wind and water erosion. Pupils may become more aware of the extreme losses of soil due to erosion by viewing some of the films available. Analyzing and evaluating such experiments and observations should help pupils gain respect for the soil and realize that, unless care is exercised in its use, rapid deterioration takes place; and that building soil is a very slow process. Pupils should have some understanding of how scientists make use of their knowledge of physical and chemical changes. /Bixby (3).
Goal 6: Knows the importance of electricity and machinery in daily living	Pupils may be led to perceive that lightning is a huge spark of electricity; that to get lightning, one must have a charge of electricity and that an easy way to get a charge of electricity is by rubbing two different materials together. Example: Show that shuffling across a rug, combing hair, or rubbing one's hand against cat's fur produces frictional or static electricity.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

The class or a group may find out how electricity works for them. Where electric current is available in the school, pupils may visit the kitchen, shop, and other places to get this information. Otherwise, reference materials and films may provide the source. That electricity is a source of power, light, and heat, and that it makes communication by telegraph, telephone, radio, and television possible should be stressed.

Pupils may observe, discuss, and experiment with the six types of simple machines (screws, wheel-and-axle, gears, pulleys, levers, and inclined plane) in order to extend their understanding that complex machines are nothing more than combinations of simple machines. For example, in an airplane the propeller is a screw or inclined plane, and the cam and drive shaft are levers. The class should discuss changes brought about in our lives by complex machines such as the automobile and the airplane.

A collection of simple machines like a can opener, bottle-cap remover, and egg beater which are used in the home may be displayed. /Morgan (13).

Sample Language Implications Related to this Goal

Situation. A student has prepared a model to demonstrate how a traffic light works and is explaining it, as follows, to the class.

> This is a model of a switch in a traffic light. Here are the three colored lights - green, yellow, and red. This can represents a rotating drum. Electric current comes from the dry cell to the drum through this wire. The drum then conducts the electricity. There is a wire to each light. Part of the time it touches the bare metal of the drum. When the wire touches the metal of the drum, the circuit is complete and the light comes on.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

This adhesive tape on the drum in the path of each wire goes two-thirds of the way around. When the wire touches the adhesive tape, the circuit is broken and no electricity can go to the light, so the light goes out.

The insulated and non-insulated parts of the drum are arranged so that each light comes on at a different time. /Schneider (21).

Goal 7: Knows something of the interrelation and order of the universe

At this level children may develop the concept that accurate time is measured by the steady rotation of the earth as it revolves around the sun, and that the entire solar system is moving through space. The north star and constellations may be observed. If possible, an observatory may be visited, or a telescope may be used. Sky maps may be made. Through the use of magazines and newspapers, children may keep up to date with man's progress in exploring space. /Lavine (12), and Posin (17).

LEVEL EIGHT

SCIENCE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Has an understanding of methods to improve plants and animals for man's use

Pupils may read about the work of Luther Burbank, analyze his accomplishments, and determine which they believe have had the greatest influence for the good of humanity.

They may determine from appropriate pamphlets and bulletins from the Department of Agriculture what is being done currently to improve the quality of plant and animal life. They may find out how individual growers, farmers, nurserymen, cattlemen, and others are contributing to the improvement of plants and animals.

Pupils may learn through interviews with farmers and extension agents the methods used to bring about improvements in quality of plant and animal life. As time permits, they may experiment with methods learned and share the results with teachers, classmates, farmers, and extension agents.

/Chrystie (6).

Goal 2: Understands why there are seasonal changes

Individuals may read the weather forecasts in daily newspapers, listen to radio weather reports, and check for the degree of accuracy with the actual weather. Weather reports may be used in planning for a picnic or trip. The importance of frost warnings to vegetable, fruit, and citrus growers may be discussed. Pupils may study about the importance of weather reports to transportation companies, farmers, and others who are most affected by weather conditions. A visit may be made to a weather bureau station to see the equipment and learn how it is used in weather forecasting.

Pupils may make a simple planetarium. On a board which has been cut to an efficient working size (4' x 4' or larger) pupils may draw an ellipse to represent the path of the earth in a year's time. A small electric light may be placed at a position within the ellipse to represent the sun. Through the use of reputable source materials, the pupil may determine the position of the earth at twelve points on the ellipse, each representing a position for each month of the year. At each of the twelve points the angle

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

of the earth's axis may be determined. Holes may be drilled at each of the twelve points, allowing for the mounting of a small world globe to represent the earth rotating at the proper angle.

The small globe may be mounted on a steel rod. This rod should be approximately six inches longer than the diameter of the globe. Pupils may move the globe around the circle, at the same time rotating the globe, to demonstrate the changes made in the light rays striking different points on the globe.

The teacher may help pupils compare results with changing seasons. They may give a demonstration for visitors and for other classes at the school. /Gear (8).

Goal 3: Knows some ways to prevent soil erosion

Pupils may examine different kinds of soil with a magnifying glass to pick out pieces of rock, sand, and organic matter. The very fine material left is probably clay.

Soil and water may be put into a jar and stirred. After it settles, pupils may observe that the coarsest material settles to the bottom.

Pupils may become familiar with the three classes of soil; namely, clay, sand, and loam.

A small, thin layer of loam may be placed over a fire for the class to observe that it changes in color as organic matter burns. It may be weighed before and after burning.

Pupils may observe what happens when water passes over a surface free from plant growth to note the importance of good plant growth in preventing soil erosion.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Members of the class may report on ways soil erosion can be prevented and which methods are practiced in their community.

Over-grazing may be studied and discussed thoroughly in areas where Indian land has been lost by this practice. Pupils may learn from a reliable source the numbers of sheep, cattle, or other animals that may profitably graze on an acre of land in the pupils' home community.

The pupils should learn that all life upon the earth depends directly or indirectly on the soil. They may make charts with pictures of things coming directly or indirectly from the soil. /Bixby (3), and Bronson (5).

Goal 4: Participates in a local community conservation program

Committees may gather information on the amount of water consumed in one day by the average person, by a city, or by a community. The class may be guided in discovering that it is not always easy for a community or city to get as much water as it needs. Pupils may learn that a water supply generally comes from two sources - surface water (rivers, lakes, and ocean) and ground water (deep wells, artesian wells, and springs).

Research may be done on various uses made of water. Interesting stories about water may be found and shared with the class.

Pamphlets, charts, and graphs on conservation may be studied. Pupils may attend community demonstrations. Table models showing certain aspects of a conservation program may be constructed. Children may visit projects and learn about local conditions and plans for conservation.

Pupils may beautify their surroundings with plants by using native and cultivated shrubs and flowers for landscaping.

Goal 5: Understands the operation and principles of simple machines

At this level the pupils should study and experiment with each of the six simple machines to learn how they operate to make work easier.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

1. Wheel. Learns that wheels may be linked in trains by belts to gain advantage of direction and speed.

2. Pulley. Learns that pulleys multiply force; give mechanical advantage.
   a. Uses spool pulleys or small models to form many combinations.
   b. Learns that the advantage of a pulley system is approximately equal to the number of strands supporting the lead.

3. Lever. Perceives by experimentation and observation that levers have a mechanical advantage or speed according to type.

4. Inclined Plane. Experiments with the inclined plane from gentle to steep inclines to find the mechanical advantage, and finds out that wedges are special inclined planes used to help push things apart.

5. Screw. Learns that the screw usually combines the wedge, the inclined plane, and the wheel and axle.

6. Gear. Finds out how gears multiply force and may be used to gain speed by examining clock, bicycle or auto gears.

Pupils may:

1. Make small models of machines that use air pressure.
2. Study animals that make use of air pressure to move from place to place.
3. Read, and view films and filmstrips for information about the use of air in air brakes, vacuum cleaners, and tires. /Schneider (20).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Has some understanding of how energy changes cause physical and chemical changes

Pupils may do many kinds of simple experiments to show various types of chemical changes and discover what happens when:

Food is eaten.
A person breathes.

Pupils may dissolve baking soda in a glass of lemon juice, put some vinegar in a glass full of baking soda, or put a teaspoonful of baking soda in a half glass of vinegar to note change.

On the basis of experimentation, pupils may illustrate to the class how heating and cooling changes materials; such as, water changing into steam or ice, glass bending, and sugar burning.

Pupils may place ice in water and test temperature before and after, or fill a glass or a plastic bottle with water or milk and freeze to show expansion. To determine the rate of expansion, a wire may be measured, heated along its whole length and measured again after heating.

A certain volume of water may be heated to show how heating increases volume. A volume of air may be heated to determine how its volume changes. Pupils may perform experiments on the melting point of various materials; such as, butter, lead, and plastic. They may experiment with evaporation of various substances; such as, hot water, cold water, alcohol, and ether, to see if all liquids evaporate at the same rate. Demonstrations may be given to determine what happens when steam is cooled.

Goal 7: Is familiar with the electromagnet and dry- and wet-battery cells

Concepts should be kept simple.

Pupils may secure horseshoe and bar magnets and experiment to determine which materials can be magnetized.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: (Continued)

A compass may be made by magnetizing a darning needle. Pupils may lay it across a cork in a pan of water and watch it take a north-south direction. Pupils may learn to use a real compass. The concept that the compass is a magnet with the north and south magnetic poles and magnetic lines of force should be developed.

A small electromagnet may be made by wrapping several feet of insulated wire around an iron bolt or large nail and fastening the two ends of the wire to a dry cell. The magnet may be used to move a pile of iron filings or tacks. The fact that electromagnets are made stronger by using more coils and by sending stronger currents through the wire should be discovered.

Pupils may take a dry cell apart to study the chemicals, the carbon rod, and the zinc caps which generate the electricity, and determine how the wires must be connected to the two posts on the cell before electricity is generated.

A section of wet storage battery may be examined to learn its parts and how electricity is stored. /Yates (24) and (25).

Goal 8: Learns some ways in which man uses air and space

Children may search for as many ways as possible in which man utilizes air pressure. They may consider: machine power, windmills, sailboats, vacuum cleaners, plumbing, and steam power. Models of windmills, sailboats, and gliders may be made and tested. Air compressors and air pressure in tires may be studied.

Pupils may perform simple experiments with balloons and other objects to help them understand Newton's Law of Motion and jet propulsion. Simple research and experiments may be done to help pupils understand the working of rocket engines, escape velocity, the orbiting of satellites, and centrifugal force.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 9: Understands a few sources of energy emanating from the physical universe

Through elementary research, observations, simple experiments, field trips, and the use of resource persons, pupils should develop the concept that a change of movement of any kind involves energy. They should discover that there are many forms of energy; such as, chemical energy, mechanical energy, sound, light, and heat, and that when a fuel is used properly, energy is released. The concepts that everything is made of small moving particles called atoms, and that electrical energy is a movement of electrons which are the outer parts of atoms should be developed. Pupils may discover that energy is stored in coal and petroleum. The teacher may use a geiger counter to help pupils understand that the atom is a vast storehouse of energy and that uranium is one fuel which is used to release this atomic energy to run machinery.

Pupils may collect pictures of atomic-powered ships, submarines, and cities powered by atomic energy.

Sample Language Implications Related to this Goal

Pupils explain the following orally:

The work of the world is accomplished by energy. Some kinds of energy are mechanical, heat, radiant, chemical, and nuclear energy.

Mechanical energy comes from the movement of a whole object. Examples of mechanical energy are a hammer hitting a nail, a bat hitting a ball, or a wheel turning.

Heat energy is produced when molecules are caused to vibrate in many directions. Rubbing one's hands together produces heat energy. Steel wire's resistance to electrical current also produces heat energy.

Radiant energy is a name given to vibrations which travel through the air or empty space. Light from the sun is radiant energy. X-rays,

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 9: (Continued)

television waves, and radio waves are vibrations that travel through empty space. Scientists need to learn more about radiant energy.

Chemical energy is released through a chemical change in matter. Lighting a match, burning fuels, and exploding dynamite are examples of energy produced by chemical changes.

Nuclear energy is produced when atoms are split into parts. Scientists know how to produce nuclear energy from uranium and plutonium.

Goal 10: Has a general understanding and curiosity about man's quest for knowledge of the universe

Pupils should realize that man's quest for knowledge of the universe has extended from ancient times to the present.

The pupils may do research to find out which planets are visible to the naked eye at the time, their location in the sky, and the times they rise and set. Solar and lunar eclipses and phases of the moon may be depicted. The solar system, constellations, comets, and corona may be portrayed and sky charts may be displayed.

Pupils may visit an observatory or planetarium, if one is accessible. Children may learn to use a telescope, if one is available.

Pupils may prepare displays or bulletin boards, showing the tools of the astronomer. /Hanauer (10), and Morgan (13).

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LEVEL SEVEN

NUMBER CONCEPTS

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Understands the relationship of fraction numerals and decimal numerals

The study of decimal fractions may be approached through the medium of related common fractions. Children should learn that decimal fractions are common fractions whose denominators are 10, 100, 1000, or some power of 10 greater than 0.

Sample Language Implications Related to this Goal

Session 1

Each pupil in a small group may be given a 10" x 10" piece of paper and be directed to divide it into 100 one-inch squares.

Teacher: What is the fractional size of the whole piece of paper?

Pupil: The whole piece of paper is one hundred one-hundredths.

Teacher: What is the fractional size of one square?

Pupil: One square is one one-hundredth of the whole.

Each pupil may be given some one-inch squares of colored paper and the teacher may proceed as follows:

Teacher: (To each pupil respectively)

(Name), cover 5 squares, please.
(Name), cover 7 squares, please.
(Name), cover 20 squares, please.
(Name), cover 9 squares, please.
(Name), cover 15 squares, please.
(Name), cover 13 squares, please.
(Name), cover 12 squares, please.
(Name), cover 6 squares, please.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

After each pupil has covered his number of squares, each may tell the fractional part he has covered.

Pupil 1: I covered five one-hundredths of the squares.
Pupil 2: I covered seven one-hundredths of the squares.
Pupil 3: I covered twenty one-hundredths of the squares.
Pupil 4: I covered nine one-hundredths of the squares.
Pupil 5: I covered fifteen one-hundredths of the squares.
Pupil 6: I covered thirteen one-hundredths of the squares.
Pupil 7: I covered twelve one-hundredths of the squares.
Pupil 8: I covered six one-hundredths of the squares.

Teacher: We said that all the squares are one hundred one-hundredths. Another way of indicating all the squares is to say <u>100 percent</u>. Each square is one percent. Now tell the fractional parts you have covered, using <u>percent</u> instead of <u>hundredths</u>.

Pupil 1: I covered five percent of the squares.
Pupil 2: I covered seven percent of the squares.
Pupil 3: I covered twenty percent of the squares.
Pupil 4: I covered nine percent of the squares.
Pupil 5: I covered fifteen percent of the squares.
Pupil 6: I covered thirteen percent of the squares.
Pupil 7: I covered twelve percent of the squares.
Pupil 8: I covered six percent of the squares.

Teacher: Now let's write in numerals what we have said.

One hundred one-hundredths equal one hundred percent equal one hundred percent (as he writes on the board:

$$\frac{100}{100} = 100 \text{ percent} = 100\%.)$$

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

One one-hundredth equals one percent equals one percent (as he writes on the board:

$$\frac{1}{100} = 1 \text{ percent} = 1\%.)$$

The pupils may come to the board and follow the same pattern with the problems they have. For example, pupil 1 may say:

Five one-hundredths equal five percent equal five percent (as he writes:

$$\frac{5}{100} = 5 \text{ percent} = 5\%.)$$

Each pupil may be given some cards having such as the following written on them:

$$\frac{4}{100}. \qquad 6\%. \qquad 20\%. \qquad \frac{8}{100}.$$

Each pupil may give the others directions and call on someone to explain what he did. For example:

Pupil 1: Cover four one-hundredths of the squares.
Pupil 2: I covered four one-hundredths or four percent of the squares.

Session 2

Each pupil may be given a piece of 10" x 10" tracing paper to lay over his paper which is divided into squares. Pupils may mark on the tracing paper so as to divide the hundred squares into fourths, fifths, tenths, or twentieths. Proceeding in a fashion similar to session 1 above, pupils may state verbally, such as the following:

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

$\frac{1}{4}$ of the squares = $\frac{25}{100}$ = 25%.

$\frac{3}{4}$ of the squares = $\frac{75}{100}$ = 75%. $\frac{1}{10}$ of the squares = $\frac{10}{100}$ = 10%.

Session 3

Pupils should be guided in changing fractions to decimals without the use of pictorial means.

Goal 2: Learns the meaning of percentage, and is introduced to the "3 cases" of percent

Pupils should undertake the study of percentage with an adequate understanding of the underlying fraction concepts. They should understand that percentage is merely a new word for an idea with which they are already familiar, and that percent means hundredths; thus:

.14 equals 14 hundredths equals 14 percent equals 14%.
.85 equals 85 hundredths equals 85 percent equals 85%.
.07 equals 7 hundredths equals 7 percent equals 7%.

Pupils may learn that businessmen and other people often use the term percent when referring to hundredths. (When a merchant advertises a reduction of 25 percent or 25% off on ladies' coats, he means that he has reduced the price 25 hundredths, or .25 or 1/4.)

First lessons in percentage should be planned to show the close relationship between percentage and decimal fractions or common fractions. Developing percentage charts and graphs of attendance may provide purposeful activities in the use of percent.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

The three types referred to in the goal are:

1. 45% of 80 is ___.
2. 35 is 14% of ___.
3. 41 is ___% of 82.

In states with sales tax, pupils may figure taxes from schedules used by sales personnel.

Goal 3: Learns fractional equivalents of commonly-used percents

Children may make a chart showing the list of percents with their fractional equivalents. Each pupil may make a copy. For reinforcement and evaluative purposes, the teacher may choose sides and have a contest to see who has the best automatic response, and who needs further help.

Goal 4: Uses decimal fractions in the four processes

Pupils may need practice in keeping the decimal points in a straight column and in writing tenths under tenths, hundredths under hundredths, and so on.

In subtraction, pupils should be shown by example that if the number of places in the subtrahend is greater than the number of decimal places in the minuend, subtraction must begin from an imagined zero. Pupils may need to write the zeros until they become proficient and can work without the visual aid. Example:

$$\begin{array}{r} 62.3 \\ -\ 13.291 \\ \hline \end{array} \qquad \text{or} \qquad \begin{array}{r} 62.300 \\ -\ 13.291 \\ \hline \end{array}$$

The analogy to common fractions that exists in adding and subtracting decimals should be shown by example, as 1/10 plus 3/10 equals 4/10; or .1 plus .3 equals .4; and 8/10 minus 5/10 equals 3/10; or .8 minus .5 equals .3.

Multiplication of decimal fractions. Enough illustrative examples should be used for the pupil to understand that when a decimal is multiplied by a decimal, the number of decimal places in the product is equal to the number in

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)	the multiplicand plus the number in the multiplier. Developing this understanding may be approached through the medium of common fractions. A decimal example may be stated and then solved as in common fractions. Example: .23 times .7 equals 7/10 times 23/100 equals 161/100 or .161. Division of fractions. The teacher should use sufficient illustrative examples to show the pupils that division of decimals is similar to division of whole numbers. It should be made clear that when decimals are divided the number of decimal places in the quotient equals the number of places in the dividend minus the number in the divisor. If there is no decimal in the divisor, the decimal point is placed in the quotient directly above the decimal point in the dividend.
Goal 5: Understands the term "prime numbers" and can identify them in numbers 1-100	In working with the counting numbers, children should be taught the meaning of a prime number, and guided in discovering prime numbers.
Goal 6: Understands power notation and knows the terms base, exponent, and power	As a foundation for learning power, base, and exponent, children may practice factoring and writing final factors in abbreviated form. Examples: $8 = 2 \cdot 2 \cdot 2 = 2^3$ and $36 = 2 \cdot 2 \cdot 3 \cdot 3 = 2^2 \times 3^2$.
Goal 7: Gathers information on the functions and services of a commercial bank	Pupils should be involved in the use and operation of the student bank. If possible, they may visit a local bank or invite someone from the bank to speak to them concerning fundamental banking operations.
Goal 8: Extends knowledge of money orders	Pupils should have experiences in filling out requests for money orders. The local postmaster may be invited to explain sending money by money orders. Pupils may determine how money may be sent by telegraph.

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Goal 8: (Continued)	Pupils should be aware that there are several sources from which money orders may be purchased.
Goal 9: Extends oral and written problem-solving ability to include common fractions and mixed numbers	Pupils need experience with problem situations close to their living and working situation. Example: I have 36 sheep. If I were to sell 1/3 of them, how many would I have left? A wide variety of problem solving situations using the four processes with fractional and mixed numbers should be provided.
Goal 10: Extends his problem-solving ability to include comparison situations	Pupils should understand how to: Find the smaller number when the larger number and its excess or deficiency are known. Example: Tom has 8 blue marbles. He has 5 less red marbles than blue ones. How many red ones does he have? (Example of deficiency.) $8 - X = 5$. Find the larger number when the smaller number and its excess or deficiency are known. Example: Tom has 3 red marbles. He has 5 more blue marbles than red ones. How many blue marbles does he have? (Example of excess.) $X - 5 = 3$. Find the ratio one number is to another. (Using such terms as <u>times as many</u>, etc.). Example: Tom has 8 blue marbles and 3 red ones. He has what fraction as many red marbles as blue marbles? $\frac{1}{X} = \frac{3}{8}$. Find a number when the second number and its ratio to the first number are known. Example: Tom has 8 blue marbles. He has 3/8 as many red marbles as blue ones. How many red marbles does he have? $\frac{3/8}{1} = \frac{X}{8}$.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 11: Extends identification of common geometric shapes to include "solids"	To develop concepts of "solids," children should be provided with concrete objects to handle and identify. Later they may engage in activities related to identifying pictures of various "solids." For reinforcement and reference, a group may make a chart showing examples of different shapes. Work with area and perimeter should continue. Children should be taught to compute the circumference of plane figures.
Goal 12: Develops a concept of volume and computes the volume of rectangular prisms	Through manipulation of inch cubes, the teacher may help the pupils discover a formula for figuring the volume of rectangular prisms. Pupils should be guided in checking their calculation by counting the number of cubes in the prism. Children may thus be introduced to the cubic inch as a measure of volume. As they learned that the inch is a standard unit of measure of length, and that the square inch is a standard unit of measure of area, so they may conceive the cubic inch as a standard unit of measure of volume. Pupils should understand that three-dimensional shapes having different dimensions may have the same volume. Although computation should be limited to rectangular prisms, children should be guided in understanding that other "solid" shapes have volume.
Goal 13: Interprets and constructs line graphs	Such data as class attendance and average temperatures may now be expressed by line graphs. Pupils may search newspapers for information which can be graphed and express the data in various graphic forms--line, pictorial, or bar.

NUMBER CONCEPTS

LEVEL EIGHT

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Extends his understanding of the "3 cases" of per cent

Pupils should solve percentage problems related to activities within their realm of experience. They might determine the percentage of words misspelled, or spelled correctly, problems solved correctly, or games won. They might plan a personal or class budget on a percentage basis.

Goal 2: Extends his ability to work with simple and complex equations involving one unknown

Pupils should have practice setting up and solving equations from written problems. Example:

John has a herd of sheep. His father gives him two more for his birthday. John now has 42. How many did he have to start with? $n + 2 = 42$.

I have 24 marbles and I give half of them away. The next day I find 2 more. How many do I now have? $\frac{24}{2} + 2 = n$.

Goal 3: Solves problems involving simple interest

Pupils may visit the local bank or write to a bank for information on interest rates. Then they may compute interest on various amounts of money deposited to a savings account, or borrowed for some purpose.

Interest tables may be used in the computation of problems.

Sample Language Implications Related to this Goal

Teacher presents this problem: Jim Smith and his family need a new washing machine. Jim has a civil-service job. He has a steady income, but he can't afford to pay cash for a new washing machine. What should he do?

Pupil 1: There are different kinds of washing machines. I think a wringer-machine is cheaper than an automatic one.

Pupil 2: They could take their laundry to the coin machines.

Pupil 3: They could send their laundry out.

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Goal 3: (Continued)

Pupil 4: But, in either of those cases, the money could be used to buy their own machine.

Pupil 5: Most stores let people buy appliances on the installment plan.

Pupil 6: But you pay extra - that is, interest or carrying charges if you do that.

Pupil 7: We'd have to decide how much a month Jim could afford to pay.

Pupil 8: Maybe Jim belongs to a credit union.

Pupil 9: I wonder if it costs less to borrow money from them.

Teacher: Let's each take an assignment to find the facts needed to consider the cost of the various solutions you've mentioned and then decide which way seems wisest for Jim Smith.

Goal 4: Extends his problem-solving ability

Basically, the efforts of the pupil at this level in problem solving should be directed toward enhancing his ability to:

1. Identify the number question which must be answered to solve the problem.
2. Analyze the facts and select the proper arithmetic process to use.
3. Estimate answers.
4. Supply missing facts or eliminate superfluous information.
5. Develop logical analysis.
6. Generalize problem situations into formulae.
7. Learn to state arithmetic procedures without sacrificing mathematical correctness.

	EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES
Goal 5: Knows something of how state and local taxes are computed	Tax bills may be brought to school for discussion and analysis. Committees may visit local tax collecting offices for information. Pupils may figure simple individual income tax returns. They may compute the sales tax on purchases they make.
Goal 6: Computes charges incurred by ordering merchandise	The local postmaster may be invited to talk to the class concerning the additional cost incurred by ordering merchandise by C.O.D. Pupils may make up orders from a catalog and compute shipping charges.
Goal 7: Figures monetary advantages and disadvantages of installment buying	The teacher should provide problems to show how much more it costs to purchase merchandise on the installment plan. The importance of not having too many payment obligations at one time should be stressed. Hidden charges should be discussed. Children should be alerted to pending legislation related to charges for installment buying.
Goal 8: Begins to evaluate advertising in view of his own needs	Pupils may collect advertisements of things that appeal to them. Each contribution may be discussed. Obligation incurred in answering an advertisement should be noted. Children should consider the need and usefulness of each article in which they seem particularly interested. They should understand that they must make a sacrifice somewhere else in order to meet the obligation of paying for an article. The term <u>making ends meet</u> should be discussed.
Goal 9: Becomes familiar with circle graphs and statistical tables	Pictorial, bar, and line graphs should be reviewed. Graphs from magazines, daily papers, and books may be studied and discussed. Pupils may construct and explain graphs showing class or school attendance records, savings records, and projects to raise funds. An understanding of circular graphs should be developed.

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Goal 9: (Continued)	Children should be guided in reading statistical tables and have practice in transposing material from these tables to graphs.
Goal 10: Uses compass and straight edge to duplicate angles	The teacher should develop definitions (pupil-made preferred) for circumference, diameter, radius, arc, and bisect. Pupils should have practice in drawing circles to develop ability to manipulate a compass. They should practice bisecting angles and duplicating angles, using compasses and protractors. Pupils should have opportunities to make practical use of bisecting lines and angles - laying out ball fields, constructing party favors, drawing maps.
Goal 11: Understands the use of the protractor	The same type of activities may be engaged in to develop skill in using the protractor as were suggested for the compass. Practical use should be made of the protractor to develop a lucid understanding of its use.
Goal 12: Computes surface area of various prisms	The properties of prisms should be reviewed previous to giving practice in computing areas. The pupils should be guided in understanding that area is not confined to two-dimensional shapes. Heavy paper models that can be flattened out may help children to conceive the area of a prism.

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